DOCUMENT RESUME

ED 359 182 SP 034 643

AUTHOR	Hutto, Nora, Ed.; And Others
TITLE	Mentor Training Manual for Texas Teachers.
INSTITUTION	Texas Education Agency, Austin.
PUB DATE	91
NOTE	660p.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF03/PC27 Plus Postage.
DESCRIPTORS	Adult Development; Agency Cooperation; *Beginning Teacher Induction; Elementary School Teachers; Elementary Secondary Education; *Mentors; Secondary School Teachers; *Supervisory Methods; *Teaching Experience; *Teaching Models
IDENTIFIERS	Protege Mentor Relationship; *Texas; *Training Materials

ABSTRACT

This manual was designed to assist individuals and groups throughout Texas who are assisting teachers. The manual is composed of 8 sections which include: mentoring models, induction models, other models, adult development, mentoring, induction, instructional planning, and reference material. Also included are the mentoring and induction models developed and guided by best practice from across the state. The models for mentoring include a job description for mentoring, suggestions for training before school begins (preservice training), and on-going training. The models are different in complexity, orientation, and time requirements and include concerns to be addressed for new teachers in addition to peer assistance. The induction section includes competencies of the beginning teacher and models for beginning an induction program with a service center, university, or teacher center as host. Also included are the goals of an induction program. Sections within the manual are designed to provide information and assistance to individuals and organizations as they develop mentoring and induction programs. Three complete mentor training programs now in existence are included. (LL)

****
*   Reproductions supplied by EDRS are the best that can be made   *
*   from the original document.   *
****

SP

ED359182

MENTOR TRAINING MANUAL FOR TEXAS TEACHERS

edited and compiled by

Nora Hutto

Jean Holden

Lynda Haynes

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it

☐ Minor changes have been made to improve reproduction quality

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

L. Kemp

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SP034643

Texas Education Agency

1991

BEST COPY AVAILABLE

TABLE OF CONTENTS

Page

Introduction iii

Mentor Training Program Development Team iv

Induction Program Development Team vi

I. MENTORING MODELS I-1

II. INDUCTION MODELS II-1

III. OTHER MODELS III-1

IV. ADULT DEVELOPMENT IV-1

V. MENTORING V-1

VI. INDUCTION VI-1

VII. INSTRUCTIONAL PLANNING VII-1

VIII. REFERENCE MATERIAL VIII-1

INTRODUCTION

The Mentor Training Manual was designed to assist individuals and groups throughout Texas who are assisting teachers. The manual is composed of sections which include: mentoring models, induction models, other models, adult development, mentoring, induction, instructional planning, and reference material. In the front of each section a table of contents lists the categories of information that comprise the section.

Also included in the manual are the mentoring and induction models which were developed and guided by best practice from across the state of Texas. The models for mentoring include a job description for mentoring, suggestions for training before school begins (pre-service training) and on-going training (during the school year). The models are different in complexity, orientation, and time requirements. It is envisioned that any part or all of the models can be used to best meet the needs of the teachers served. The models include concerns to be addressed for new teachers in addition to peer assistance.

The induction section includes competencies of the beginning teacher, models for beginning an induction program with a service center, university, or teacher center as host. Also included are the goals of an induction program. The induction models were also developed by individuals from across the state of Texas.

The sections within the manual are designed to provide information and assistance to individuals and organizations as they develop mentoring and induction programs. Three complete mentor training programs now in existence are included. They are the Houston I.S.D. model, the Ysleta I.S.D. model, and Region X Education Service Center model.

The development of the mentoring manual represents a considerable amount of work and time. It is our hope that the manual will be seen as a working manual.

Acknowledgements

Appreciation is expressed to each of the individuals, school districts, and organizations referenced for the use of their material and knowledge to assist others as they learn more about mentoring. Special appreciation is expressed to the federally funded Chapter 2 projects for their valuable collection of mentoring materials. The references and sources are noted at the bottom of each document.

Appreciation is also expressed to the individuals from across the state of Texas who contributed their time and knowledge to the models of best practice for mentoring and induction. These individuals are as follows:

MENTOR TRAINING PROGRAM DEVELOPMENT TEAM

MASTER TEACHER ADVISORY COMMITTEE

Melrose Haley	Ft. Sam Houston I.S.D.	Teacher
Susan Faye Crocker	Grand Prairie I.S.D.	Teacher
Maria Teresa Flores	Mc Allen I.S.D.	Administrator
Lucia R. Garcia	San Antonio I.S.D.	Teacher
Betty Jo Monk	Baylor University	Professor
Barry D. Nettles	Goose Creek I.S.D.	Administrator
E. Linda Pybus	Round Rock I.S.D.	Teacher
Mary Ann Reynolds	Ft. Bend I.S.D.	Administrator
Floyd E. Simmons	Kress I.S.D.	Teacher
Bertie Standley	Silsbee I.S.D.	Teacher
Joyce A. Weir	Azle I.S.D.	Teacher
Thomas L. Wilson	Katy I.S.D.	Administrator
Keith Worrell	Dallas I.S.D.	Teacher

CHAPTER 2

Elva G. Laurel	Edinburg I.S.D.
Teddy McDavid	Houston I.S.D.
Aurelio Montemayor	IDRA
Gloria Contreras	University of North Texas
Margarita Calderon	University of Texas at El Paso
Romeo J. Romero	Laredo State University
Ethel Suzanne Selinger	Houston I.S.D.

ESC REPRESENTATIVES

Jimmie Driver	Region II
Linda West	Region IV
Rita Martin	Region X
Donroy Hafner	Region XIII
Woodie Coleman	Region XVII
Ruth Page	Region XVIII
Mary Esquirell	Region XIX
Stella Tonorio	Region XX

INDUCTION

Ann Jones	Abilene I.S.D.
Sally Turlington	Region VI
Raylene Renfrow	Region VI
Leslie Huling-Austin	Southwest Texas State University

ALTERNATIVE CERTIFICATION PROGRAM

Opal Smith	Dallas I.S.D.

OTHERS

Barbara Sultis	Graduate Student, Texas A & M University

INDUCTION PROGRAM DEVELOPMENT TEAM

INDUCTION PILOTS

Raylene Renfrow	Region VI
Sally Turlington	Region VI
Karen Biddle	Wallis-Orchard I.S.D.
Sandra Jurecka	Wallis-Orchard I.S.D.
Harlan Neal	Onalaska I.S.D.
Sherri Hartgraves	Onalaska I.S.D.
Patricia Henderson	Latexo I.S.D.
Ben Smith	Navasota I.S.D.

Ann Jones	Abilene I.S.D.
Karen Benjamin	Abilene I.S.D.
Mike Coffee	Abilene I.S.D.
Janet Hahm	Abilene I.S.D.
Joe Gonzales	Abilene I.S.D.
Phillip Ashby	Abilene I.S.D.
Edward Marcell	Abilene I.S.D.

Stephanie Gamble	San Marcos I.S.D.
Selda Williams	San Marcos I.S.D.
Sherry Martin	San Marcos I.S.D.
Mary Gail Hamilton	Del Valle I.S.D.
Brenda Headly	Del Valle I.S.D.

BUSINESS EDUCATION COALITION

Sam Webster	Texas Instruments
Don Sheffield	Mobil Oil
Ginger Rouer	GTE-Educational Services
Connie Stout	Texas Education Agency

DEANS/DIRECTORS OF EDUCATION

Jenefred Davis	Huston-Tillotson College
Phyllis Miller	University of Houston
Jackie Rasberry	University of Houston at Clear Lake
Marilyn Kameen	University of Texas
Glenn Van Zant	Baylor University
Kip Sullivan	Sul Ross University

Jimmy Merchant	Sam Houston State University
Carol Wagner	Southwest Texas State University
Gloria Contreras	North Texas State University
Walter Stenning	Texas A & M
Carl McMillan	Howard Payne University
Robert Cox	Corpus Christi State University
Adele Junkin	Schreiner College

EDUCATION SERVICE CENTERS

Johnny Sciacca	Region III
John Malone	Region VII
Michael Gandy	Region IX
Anita Lagergren	Region XI
Sharon Fikes	Region XI
Harry Beavers	Region XII
Ann Ray	Region XV
Eleanor Speed	Region XVI
Sandra Petersen	Region IV

INDEPENDENT SCHOOL DISTRICTS

Ruth Georgiades	Humble I.S.D.
Carol Caveny	Humble I.S.D.
Jackie Hinojosa	Humble I.S.D.
Barry Nettles	Goose Creek I.S.D.
Teddy McDavid	Houston I.S.D.
Wendy Taylor	Clear Creek I.S.D.
Kerrie McPhillips	Clear Creek C.I.S.D.

PROFESSIONAL ASSOCIATIONS

Association of Teacher and Professional Educators
Texas Association of School Administrators
Texas Association of School Boards
Texas Association of Secondary School Principals
Texas Classroom Teachers Association
Texas Elementary Principals and Supervisors Association
American Federation of Teachers
Texas State Teacher Association
Texas Association of Community Schools
Texas Professional Educators Association

SECTION II. - INDUCTION MODELS

TABLE OF CONTENTS

Induction Year Program

Teacher Center Model, University Directed

Cooperative Model

Education Service Center Model

School District Model

Education Service Center Model

Education Service Center Model

Teacher Center Model
University Directed

Induction Year Program
Teacher Center Model
University Directed

I. Orientation to Induction Program

   A. Teacher center board

   B. Commitment

II. Invite Local Education Agency and Education Service Center to Participate

III. Create the Policy Committee

IV. Define the Roles of Policy Committee (Induction, Philosophy/Goals)

   A. Local education agency

   B. Education service center

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Teacher Center Model
University Directed

- C. Teacher center
- D. Institution of higher education

V. Develop Job Description for the Coordinator

VI. Select the Program Coordinator

VII. Identify Participants

- A. "0" year experience new teachers
- B. Experienced teachers serve as mentors
- C. Administrators

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Teacher Center Model
University Directed

VIII. Identify the Needs

IX. Identify Trainers

- A. Local education agency
- B. Education service center
- C. Teacher center
- D. Institution of higher education

X. Identify Training Delivery

- A. Courses
- B. Workshops

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Teacher Center Model
University Directed

C. Credit/noncredit

D. Ongoing

XI. Identify Location of Training

XII. Training Timeline

A. Initial and ongoing sessions

B. Sharing sessions

C. Administrators

D. Mentor trainers

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Teacher Center Model
University Directed

E. Mentors

F. Inductees

XIII. Cost of Program/Budget

XIV. Source of Funds

XV. Fiscal Agent Selection

XVI. Evaluation Plan

XVII. Implementation of Program

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Teacher Center Model
University Directed

UNIVERSITY PROPOSAL

I. Proposals

- A. Where teacher centers are in place and where appropriate, they can serve as an organizing body for the teacher induction program.
- B. Each policy committee decides on the institution that will serve as the fiscal agent for the collaborative unit.

II. Roles of University

- A. Research based needs
- B. Provide knowledge of induction

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Teacher Center Model
University Directed

UNIVERSITY PROPOSAL

C. Provide training for mentor trainers

D. Provide training for mentors

E. Add overview of induction to mid-management program

    1. Course structure

    2. Workshops

F. If requested, the university can be a part of a training program of inductees.

G. Completion of the university certification program which recommends that a graduate is ready to enter the induction year.

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Teacher Center Model
University Directed

UNIVERSITY PROPOSAL

H. Monitoring the induction year performance of the beginning teacher.

I. Personnel would be available through the policy committee to consult with beginning teachers.

J. The university can provide an evaluation process for the induction program within the districts.

III. Concerns

A. Teacher centers are naturals for serving as policy committees.

B. Induction is mandated, but there is no funding; how will university involvement be funded?

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Teacher Center Model
University Directed

UNIVERSITY PROPOSAL

C. What is the role of teacher induction in the certification process at the end of the induction year?

D. Does the induction process include helping the beginning teachers pass the ExCET?

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Teacher Center Model
University Directed

INITIAL TRAINING FOR INDUCTEES

DAY 1

What is teacher induction?

Roles and responsibilities

Kinds of support

Interpersonal skills

Culture of school

Getting acquainted: mentor/inductee

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Teacher Center Model
University Directed

INITIAL TRAINING FOR INDUCTEES

DAY 2

District/school policies

Handling district/school paperwork

Finding personal time

Locating resources/material, equipment

Organizing and managing the classroom

Managing teacher time

Mentor/inductee spend quality time together

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Teacher Center Model
University Directed

INITIAL TRAINING FOR INDUCTEES

DAY 3

Management of teacher time

Grading policies

Working with parents

P.M. Time for mentor/inductee to work together in classroom

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Teacher Center Model
University Directed

ONGOING TRAINING FOR INDUCTEES

I. Collegial Conferencing Knowledge Base

  A. Analysis of instruction

    1. Teaching act/style

      a. Planning
      b. Teaching
      c. Reflecting (What did I learn?)
      d. Applying (Using what I learned)

  B. Observation techniques and feedback

    1. Post conferencing skills

Texas Education Agency, Induction Developmental Workshop, 1991

Induction Year Program
Teacher Center Model
University Directed

ONGOING TRAINING FOR INDUCTEES

a. Questioning skills
b. Responding skills
c. Nondirective guidance for the first year to do self-analysis of the lesson

II. Instructional Knowledge Base

A. Effective instructional strategies

1. Learning styles

a. Teacher
b. Student

Texas Education Agency, Induction Developmental Workshop, 1991

Induction Year Program
Teacher Center Model
University Directed

ONGOING TRAINING FOR INDUCTEES

2. Instructional planning

B. Models of teaching

1. Awareness

   a. Direct instruction
   b. Inquiry
   c. Inductive thinking
   d. Cooperative thinking
   e. Mastery learning
   f. Advance organizer
   g. Concept attainment
   h. Team teaching

2. Critical thinking programs

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Teacher Center Model
University Directed

ONGOING TRAINING FOR INDUCTEES

- a. Choices
- b. Tactics

3. Effective schools research
    - a. Positive classroom management
    - b. Student evaluation
        - (1) Interpreting test scores
        - (2) Prescribing

III. Interpersonal Skills

- A. Team building

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Teacher Center Model
University Directed

ONGOING TRAINING FOR INDUCTEES

B. Facilitation--trust between mentors and inductees

C. Communication skills

IV. Appraisal Training

A. Orientation (performance)

B. TTAS Training (appropriate)

TIMELINE

September - May Half day sessions once a month (3 hours)

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Teacher Center Model
University Directed

INITIAL TRAINING FOR MENTORS

I. Perceived Needs of New Teachers

- A. Paperwork
- B. Classroom management
- C. Time management
- D. District policies
- E. Personal needs relating to place in community (bank, apartment, transportation)
- F. Stress
- G. Instructional materials

Texas Education Agency, Induction Developmental Workshop, 1991

Induction Year Program
Teacher Center Model
University Directed

INITIAL TRAINING FOR MENTORS

II. Mentoring Process

- A. Definition
- B. Purpose
  1. Part of certification process
  2. Evaluation
  3. Benefits to teacher
  4. Benefits to mentor
  5. Why you are the mentor

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Teacher Center Model
University Directed

INITIAL TRAINING FOR MENTORS

C. Overview of responsibilities

D. Expectations for the year

E. Building the relationship

F. Stages of relationships

    1. Initial support--first 3 weeks

    2. Ongoing support and assistance

    3. Nature of professional and personal relationships

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Teacher Center Model
University Directed

INITIAL TRAINING FOR MENTORS

G. Roles of mentors
  1. Induction
  2. Alternative
  3. Special education

III. Direct Support (Supervision)
  A. Classroom observation
    1. Focused, pre and post conference
    2. Observation and conference schedule

Texas Education Agency, Induction Developmental Workshop, 1991

Induction Year Program
Teacher Center Model
University Directed

INITIAL TRAINING FOR MENTORS

    3. Reciprocal observations

    4. Documentation of observation and/or conferences

B. Observation techniques

    1. Different ways to observe

    2. Documentation

C. Overview of TTAS logistics

D. Conferencing skills

Texas Education Agency, Induction Developmental Workshop, 1991

Induction Year Program
Teacher Center Model
University Directed

INITIAL TRAINING FOR MENTORS

IV. Coaching/Instructional Assistance Overview

A. Lesson cycle

B. Effective teaching practices

C. Instructional leadership

D. Effective schools research

E. Instructional planning and materials

F. Instructional coaching

Texas Education Agency, Induction Developmental Workshop, 1991

Induction Year Program
Teacher Center Model
University Directed

INITIAL TRAINING FOR MENTORS

V. Classroom Management and Discipline

  A. Variety of techniques and approaches

  B. Transitions

  C. District policy

  D. Community expectations

  E. Principal's expectations

  F. Faculty's expectations

  G. Time management

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Teacher Center Model
University Directed

INITIAL TRAINING FOR MENTORS

VI. Adult Development/Andragogy

A. Adult learners

B. Life cycle changes

C. Stages of teacher development and growth (The teacher is not a student teacher.)

D. Self-reliance and motivation

E. Dealing with the reluctant inductee

F. Self-esteem

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Teacher Center Model
University Directed

INITIAL TRAINING FOR MENTORS

G. Stress management/time management

1. Skills for management

2. Skills to recognize stress in self and inductee

3. Stress reduction techniques

VII. Interpersonal Skills

A. Communication

1. Active listening

Texas Education Agency, Induction Developmental Workshop, 1991

Induction Year Program
Teacher Center Model
University Directed

INITIAL TRAINING FOR MENTORS

  2. Questioning strategies
  3. Body language

B. Counseling skills

  1. Problem solving
  2. Shared decision-making
  3. Facilitation
  4. Constructive criticism

Induction Year Program
Teacher Center Model
University Directed

INITIAL TRAINING FOR MENTORS

    5. Development of positive attitude
    6. Confidentiality and trust
    7. Meditation/problem solving

C. Team building

    1. Collaboration
    2. Consensus building

Texas Education Agency, Induction Developmental Workshop, 1991

Induction Year Program
Teacher Center Model
University Directed

INITIAL TRAINING FOR MENTORS

VIII. Support Areas

A. Parent communication

1. Conferencing
2. Written communication
3. School policies
4. District guidelines

B. Welcoming strategies

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Teacher Center Model
University Directed

INITIAL TRAINING FOR MENTORS

C. Culture of school

  1. Formal norms of school

  2. Informal norms of school

D. Multicultural education

  1. Working in a culturally diverse environment

  2. Living in a culturally diverse environment

Texas Education Agency, Induction Developmental Workshop, 1991

Induction Year Program
Teacher Center Model
University Directed

INITIAL TRAINING FOR MENTORS

3. Language differences with students and parents

4. Special populations

   a. Limited English Proficiency (LEP)
   b. At-risk
   c. Special education
   d. Mainstreamed

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Teacher Center Model
University Directed

INITIAL TRAINING FOR MENTORS

TIMELINE
August 15-25

First Day

I.	Perceived Needs of New Teachers	3 Hours
II.	Mentoring Process	3 Hours

Second Day

III.	Adult Development	2 Hours
IV.	Interpersonal Skills	4 Hours

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Teacher Center Model
University Directed

INITIAL TRAINING FOR MENTORS

TIMELINE

Third Day		
V.	Coaching and Instructor Assistance	1.5 Hours
VI.	Direct Support	3 Hours
VII.	Support Areas	1.5 Hours
Fourth Day		
VIII.	Classroom Management	2 Hours
	Wrap-Up/Summary	1 Hour
	Total	21 Hours (3.5 Days)

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Teacher Center Model
University Directed

Administration Orientation

Initial (1 day)

I. New Teacher Induction Mandates

II. Basic Needs of First Year Teachers

A. Five component areas

1. Psychological component
2. Logistical component
3. Multicultural component
4. Pedagogical component
5. Content component

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Teacher Center Model
University Directed

Administration Orientation

Initial (1 day)

III. Mentoring Process

IV. Principal/Central Office Administration Role

V. Evaluation Techniques

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Teacher Center Model
University Directed

ONGOING TRAINING

Periodically Review:

- Program
- Timeline
- Needs
- Evaluative data

Texas Education Agency, Induction Developmental Workshop, 1991.

Cooperative Model

Induction Year Program
Cooperative Model

I. Policy Committee - Governing Body

  A. Invitation to school districts, universities, education service centers and communities for orientation on induction year

  B. District staffing

    1. New teachers (elementary, secondary, resource)

    2. Second year teachers (elementary, secondary, resource)

    3. Principals

    4. Counselors

    5. Mentors (possible)

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Cooperative Model

6. Education service center representatives

7. University representatives

8. Community representatives

C. Majority of the policy committee composed of classroom teachers

D. Orientation explained by Texas Education Agency

II. Mentors

A. Qualifications

1. Same assignment (grade level, content area)

2. Do not assign department heads

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Cooperative Model

3. Same campus

4. Same conference periods/different conference

5. Three plus years

B. Selection

1. By application

   a. Volunteer
   b. Principal approval

2. Within same grade/one year higher

3. Meets expectations on Texas Teacher Appraisal System

4. Different conference (promotes peer coaching)

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Cooperative Model

C. Guidelines developed by policy committee

   1. Mentor selection

   2. Mentor assignment

III. Training

A. New teachers

   1. Recommend three to five days prior to district-wide inservice

      a. Three days initial
      b. Two to three days planning/mentor

   2. New teacher breakfast

      a. Mentors
      b. Principals

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Cooperative Model

   c. Parent Teacher Associations (PTA)
   d. Invite adopt-a-school businesses to breakfast/celebration
   e. Invite superintendent/central office personnel

B. Mentors

   1. Mentor training prior to assignment

   2. See existing mentor training program(s)

C. Administrators

   1. Superintendent

   2. Principals

   3. Universities

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Cooperative Model

4. Education Service Centers

D. All personnel (with the exception of superintendent)

1. Concept/purpose of mentoring

2. See Attachment I - Initial Competencies

IV. Community Involvement

A. Developed by policy committee

B. Community representative(s) at first celebration

C. Any public identification of first year teachers should be with teacher's permission.

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Cooperative Model

V. Evaluation

- A. New teacher survey form administered at the end of the year
- B. Principal evaluation form for induction year program
- C. Mentor evaluation form for induction year program
- D. Percent of new teachers who return the second year
- E. Texas Teacher Appraisal System overall summary performance scores
- F. Evaluation of resources contributed by universities, education service centers, districts, and communities

Texas Education Agency, Induction Developmental Workshop, 1991

Induction Year Program
Cooperative Model

G. Informal analysis of effectiveness of policy committee in meeting induction year goals

H. Cost analysis - a per participant cost analysis

VI. Budget - Resources

A. One hundred dollars per induction year trainee inservice days (total $500 - five days)

B. Substitute release time (five days per inductee/mentor)

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Cooperative Model

Initial Training

I. Perceived Needs of New Teachers

- A. Paperwork
- B. Classroom management
- C. Time management
- D. District policies
- E. Personal needs relating to place in community (bank, apartment, transportation)
- F. Stress
- G. Instructional materials

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Cooperative Model

Initial Training

II. Mentoring Process

- A. Definition of mentor
- B. Purpose
    - I. Part of certification process
    - 2. Evaluation
    - 3. Benefits to teacher
    - 4. Benefits to mentor
- C. Overview of responsibilities
- D. Expectations for the year

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Cooperative Model

Initial Training

E. Building the relationship

F. Stages of relationships

  1. Initial support (first three weeks)

  2. Ongoing support and assistance

  3. Nature of professional and personal relationships

G. Roles of mentors

  1. Induction

  2. Alternative certification

  3. Special education

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Cooperative Model

Initial Training

III. Direct Support (Supervision)

  A. Classroom observation

    1. Focused, pre-post conference observation and conference schedule

  B. Observation techniques

    1. Observation

    2. Documentation

  C. Overview of Texas Teacher Appraisal System logistics

  D. Conferencing skills

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Cooperative Model

Initial Training

IV. Coaching/Instructional Assistance Overview

- A. Lesson cycle
- B. Effective teaching practices
- C. Instructional leadership
- D. Effective schools research
- E. Instructional planning and materials
- F. Instructional coaching

V. Classroom Management and Discipline/Techniques

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Cooperative Model

Initial Training

- A. Transitions
- B. District policy
- C. Community expectations
- D. Principal's expectations
- E. Faculty's expectations
- F. Time management

VI. Adult Development/Andragogy

- A. Adult learners
- B. Life cycle changes

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Cooperative Model

Initial Training

C. Stages of teacher development and growth (the new teacher is not a student teacher)

D. Self-reliance and motivation

E. Dealing with the reluctant inductee

F. Self-esteem

G. Stress management and time management

    1. Skills to manage

    2. Skills to recognize stress in self and mentee

    3. Stress reduction techniques

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Cooperative Model

Initial Training

VII. Interpersonal Skills

- A. Communication
  - 1. Active listening
  - 2. Questioning strategies
  - 3. Body language
- B. Counseling skills
  - 1. Problem solving
  - 2. Shared decision-making
  - 3. Facilitation

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program Cooperative Model

Initial Training

4. Constructive criticism
5. Development of positive attitude
6. Confidentiality and trust
7. Meditation/problem solving

C. Team building

1. Collaboration
2. Consensus building

VIII. Support Areas

A. Parent communication

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program Cooperative Model

Initial Training

   1. Conferencing
   2. Written communication
   3. School policies
   4. District guidelines

B. Welcoming strategies

C. Culture of school

   1. Formal norms of school
   2. Informal norms of school

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Cooperative Model

Initial Training

D. Multicultural education

1. Working in a culturally diverse environment
2. Living in a culturally diverse environment
3. Language differences with students and parents
4. Special populations
    - a. Limited English Proficiency (LEP)
    - b. At-risk
    - c. Special education
    - d. Mainstreamed

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program Cooperative Model

Initial Training

TIMELINE

Day I		
A.	Perceived Needs of New Teachers	3 hours
B.	Mentoring Process	3 hours
Day II		
A.	Adult Development	2 hours
B.	Interpersonal Skills	4 hours
Day III		
A.	Coaching and Instructor Assistance	1.5 hours
B.	Direct Support	3 hours
C.	Support Areas	1.5 hours
Day IV		
A.	Classroom Management	2 hours
B.	Wrap-up/Summary	1 hour

Total: 21 hours or 3.5 days

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Cooperative Model

Attachment I
Initial Competencies

I. Mentoring Process

  A. Concept of mentoring

    1. Definition

    2. Background

    3. Scope

  B. Purpose of mentoring

    1. Improve instruction

    2. Build a support system

    3. Develop professionalism

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Cooperative Model

Attachment I
Initial Competencies

C. Role and responsibility of mentoring

   1. Collegial development

   2. Direct assistance

D. Stages of mentoring

   1. Establish rapport

   2. Determine ground rules

   3. Establish goals

   4. Plan follow-up

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Cooperative Model

Attachment I
Initial Competencies

E. Needs and concerns of new teachers 3 hours

1. Personal
2. Human relations
3. Professional

F. Characteristics of mentors

1. Role model
2. Facilitator
3. Nurturer

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Cooperative Model

Attachment I
Initial Competencies

4. Developer

5. Others

II. Adult Development

A. Adult learners

1. Personal

2. Human

3. Professional

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Cooperative Model

Attachment I
Initial Competencies

B. Stages of Career Development and Growth 3 hours

1. Structured assistance

2. Collegial development

3. Self-reliance

III. Interpersonal Skills

A. Team building

1. Common goal setting

2. Listening/communication

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Cooperative Model

Attachment I
Initial Competencies

B. Problem solving/decision making 6 hours

1. Facilitating instruction

2. Articulating the teaching process

IV. Peer Coaching

A. Concept

B. Processes 3 + 3 hours (6 hours)

1. Instructional planning

2. Resources/materials

3. Instructional strategies

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Cooperative Model

Attachment I
Initial Competencies

4. Modeling
5. Observation
6. Conferencing

C. Support areas

1. Parent conferences
2. Multicultural needs (diversity)
3. Community (demography)
4. Campus (staff, faculty)
5. Special education

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Cooperative Model

GOALS

I. To assure quality instruction for students of induction year teachers

II. To improve the overall effectiveness of the induction year teacher

III. To attain a 90% retention rate (first year to second year) of promising induction year teachers

IV. To strengthen collaboration between and among institutions of higher education, local schools and education service centers to improve the educational programs in all three settings

V. To address public and legislative concerns related to the competency of induction year teachers

Texas Education Agency, Induction Developmental Workshop, 1991

Induction Year Program Cooperative Model

FIVE DAY SCHEDULE

I. DAY 1: (Shared Meal)

A. Breakfast/meal

B. Introduction

C. Overview of induction

D. Building/campus policies

E. Permanent records

F. Important people

G. Receive form/notebook

H. Legal rights/professional groups (discussed in detail with mentor)

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Cooperative Model

FIVE DAY SCHEDULE

II. DAY 2: (Shared Meal)

   A. Understanding grading systems

   B. Classroom management/organization

   C. Help with admission, review, and dismissal and the documentation of parent/student conferences (student profiles)

   D. Attaining materials and resources

   E. Address the Texas Teacher Appraisal System instrument

III. DAY 3: (Shared Meal)

   A. Specific campus multicultural needs (per campus)

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Cooperative Model

FIVE DAY SCHEDULE

- B. Discipline as related to campus population (elementary/secondary)
- C. Utilization of service center
  - 1. Tour service center
  - 2. Implement service center video
  - 3. Tour school campus
  - 4. Tour community/district
- D. Addressing stress management/flexibility

IV. Day 4 and 5: (Shared Meal)

- A. Curriculum guides/scope and sequence

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Cooperative Model

FIVE DAY SCHEDULE

B. First day lesson planning

1. Room arrangement
2. Gradebook
3. Seating
4. Chart
5. Classroom discipline policy
6. Written overview - scope/sequence (projected)
7. Review filling out beginning of the year forms, substitute file

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Cooperative Model

FIVE DAY SCHEDULE

C. Develop lesson plans for three to six weeks of the first semester (verification of principal)

V. School Begins

A. First year

1. Three scheduled meetings per week with mentor for first six weeks (formal)
2. Informal meeting as requested throughout year (mentor or inductee)
3. One sharing session per six weeks with all induction year teachers

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Cooperative Model

FIVE DAY SCHEDULE

4. Peer coaching, three per year

5. Observation of other teaching levels and fields

B. Second year

1. See needs of new teachers (ongoing sheet attached)

C. Third year
1. See needs of new teachers (ongoing sheet attached)

D. Possible subjects covered during induction year

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Cooperative Model

FIVE DAY SCHEDULE

1. Motivating students
2. Classroom management organization program
3. Individualized instruction
4. Seven correlates of effective schools
5. Lesson cycle/effective teaching practices
6. Special population
    a. Special education referral/learning disorders
    b. Bilingual education

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program Cooperative Model

FIVE DAY SCHEDULE

7. Writing across the curriculum
8. Creating positive environment
9. Stress management
10. Benefits/financial planning

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Cooperative Model

NEEDS OF NEW TEACHERS

ONGOING

QUESTIONING TECHNIQUES

REINFORCEMENT THEORIES

HOW TO DEAL WITH SPECIAL PROGRAMS

HOW TO TRANSFER THEORY TO PRACTICE

TECHNIQUES OF REMEDIATION AND ACCELERATION

ENHANCING SELF CONCEPT

HOW TO PRACTICE REFLECTIVE TEACHING

COOPERATIVE LEARNING

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Cooperative Model

NEEDS OF NEW TEACHERS

ONGOING

KNOWING SPECIFIC READING AND MATH PROGRAMS TO HELP CHILDREN WITH LEARNING PROBLEMS

PACING INSTRUCTION

HOW TO RELATE TO BACKGROUNDS AND CULTURES OF STUDENTS

POSITIVE THINKING

YOUR ROLE IN CAMPUS IMPROVEMENT PLAN

HOW TO REMAIN CONFIDENT IN TEACHING

HOW TO EVALUATE YOURSELF

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Cooperative Model

NEEDS OF NEW TEACHERS

ONGOING

HOW TO DEAL WITH STUDENTS WHO DON'T LIVE WITH PARENTS/FINDING WAYS TO GIVE THEM SUPPORT

CAREER DEVELOPMENT/FURTHER TRAINING

COMPLEMENTING EXTRA-CURRICULAR ACTIVITIES WITH ACADEMICS

HOW TO BE ABLE TO DELEGATE WORK (ESPECIALLY WITH AIDES)

Texas Education Agency, Induction Developmental Workshop, 1991.

Education Service Center Model

Induction Year Program
Education Service Center Model

I. Advisory Committee

The Advisory committee should meet a minimum of three times yearly. The committee members should be rotated on a 50% on, 50% off basis yearly.

A. Make-up of the committee

1. Teachers (half from elementary and half from secondary)
    a. Beginning (3)
    b. Experienced (3)
2. Mentors if available (3)

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Education Service Center Model

3. Administrators
    a. Elementary principal (1)
    b. Secondary principal (1)
    c. Superintendent (1)
    d. Curriculum (1)
    e. Personnel (1)
    f. Staff development (1)

4. University representatives (one from each university in the region with a teacher education program)

B. Decisions to be made by the committee, first meeting in April

1. Specific needs of Induction Year Teachers, beginning of school year

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Education Service Center Model

2. Generic training needs
    a. First year teachers
    b. Mentors
    c. Administrators
        1. Region
        2. Districts
3. Mentor guidelines (job description for mentors)
4. Timeline for support activities

II. Mentors

A. Selection Criteria

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Education Service Center Model

1. Willingness to serve
2. Valid credentials
3. Classroom teacher
4. Three years in the employing district
5. Experience--minimum three to five years
6. Exemplary teaching performance
7. Recommendation of principal and/or campus selection committee.

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Education Service Center Model

B. Job Description--The description will be developed at the district level. Samples will be provided.

III. Training

A. New teachers

1. Orientation

   a. Explain the program
   b. A written list of information needed from your mentor or district
   c. Introduce the Education Service Center

2. Ongoing training (multiple mini-workshops)

Texas Education Agency, Induction Developmental Workshop, 1991

Induction Year Program
Education Service Center Model

3. List of topics to be covered based on the needs of the teachers from the advisory committee recommendation

B. Mentor training

1. Service center recommendations from the Texas Education Agency models

2. Amount of training and timeline (to be determined by the policy committee)

C. Administrator training

1. Goals/objectives of induction program

2. Definition of induction

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Education Service Center Model

3. Roll in assigning mentor

4. Roll of mentor

5. Guidelines for selection of mentor

IV. Community Involvement

A. Volunteer in the classroom first two weeks

B. Business involvement

1. Supplies

2. Discounts

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Education Service Center Model

3. Luncheons

4. Etc.

C. Chamber of Commerce Education Division

D. Utility companies delay deposit payments until after initial pay period

EDUCATIONAL SERVICE CENTER'S ROLE IS TO MAKE DISTRICTS AWARE OF THE PROGRAMS AND MODELS AVAILABLE.

V. Evaluation of Program

A. Formative

Texas Education Agency, Induction Developmental Workshop, 1991

Induction Year Program Education Service Center Model

   1. Survey present first year teachers
   2. Design your program

B. Survey after each training session

   1. Verbal
   2. Written

C. Campus level "rap" session after third week of school

D. Summative evaluation

E. Statistical

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Education Service Center Model

1. Retention of induction year teachers
2. How long teachers stay in the profession after induction year

VI. Budget - Resources

A. Monetary/in-kind needs

1. Materials
2. Training
3. Released time

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Education Service Center Model

B. Funding Sources

1. District collaboration for inductee and mentor
2. State funded projects
3. Business partnerships
4. Federal grants
5. Technology
6. At-risk students

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Education Service Center Model

TIMELINE

April

1. Advisory committee meeting--*evaluation planning
2. Administrator training--1/2 day maximum

*Survey from mentor/inductee

May

1. Selection of mentors (campus)
2. Pool of varied grade levels and/or subject areas

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Education Service Center Model

TIMELINE

June or August

1. Mentor training (depends on Education Service Center)

August

1. Inductee meeting--learn Education Service Center operation and introduce the program
2. Campus meetings prior to district in-service

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Education Service Center Model

TIMELINE

September

1. Mentors (feedback, etc., on campus)
2. Inductees (campus level--feedback and next steps)
3. Advisory committee--receive feedback--begin plans for next year

November

1. First Saturday--inductee training (Education Service Center)

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Education Service Center Model

TIMELINE

January

1. Advisory committee
    - needs of inductees
    - planning for next year

February

1. Inductee meeting/training (Education Service Center)

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Education Service Center Model

GOALS

1. Support for successful start of school--Inductee
2. Quality mentor and administrator training
3. Ongoing support for inductee
4. Administrative support
5. Evaluation and improvement of program
6. Quality instruction--first year
7. Retain first year teachers

Texas Education Agency, Induction Developmental Workshop, 1991.

School District Model

Induction Year Program
School District Model

I. Concept Statement

II. Interim Committee (Advisory/Study Group)

  A. Follow new developments

  B. Decide on goals of program

  C. Develop budget

  D. Job descriptions (for mentors)

  E. Training programs (mentors, first year teachers, principals)

  F. Identification/selection criteria of mentors

  G. Criteria for matching

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
School District Model

- H. Select policy committee
- I. Find resources, external funds

III. Policy Committee*

- A. Recommend 51% teachers
  - 1. Mentor teachers
  - 2. First year teachers
- B. University representatives
- C. Principals/administrators
- D. Professional organizations

*Determine role/responsibilities of policy committee.

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
School District Model

E. Business/industry

F. Parents

IV. Mentors*

A. Responsibilities/roles

B. Burn-out factor

C. Must apply

V. Training

A. New teachers

1. Texas Teacher Appraisal System

*See Houston ISD handout and Goose Creek Condolidated handout.

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
School District Model

2. Training videos/presentations

3. Forms, policies, rules (pre-school activities)

B. Mentors

C. Principals

1. Supporting teacher inductee

2. Supporting mentor teacher

3. Identification/selection/matching of mentor/inductee

VI. Community Involvement

A. Luncheons

B. Chamber of Commerce

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
School District Model

- C. Discounts/local businesses
- D. Welcome from community
- E. Credit union support

VII. Evaluation of Program

- A. Contract with universities
  - 1. October
    - a. Philosophies
    - b. Attitudes
    - c. Beliefs
  - 2. April
    - a. Philosophies

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
School District Model

- b. Attitudes
- c. Beliefs

B. Evaluation of program

1. Teacher*

2. Mentor*

3. Principal*

VIII. Budget/Resources

A. Equitable stipends for student teacher/supervisors and mentors

B. Supplies

*Three separate instruments designed and conducted by Universities. (Example given in Goose Creek model)

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
School District Model

C. Training

D. Substitute pay

IX. Concerns

A. Role of teacher center

B. Role of universities

C. Role of education service centers

D. Recommendations from central office/campus

E. Interchange of information between districts

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
School District Model

TIMELINE

I. Pre-Service--District

  A. Recommend that inductees come before school

    1. August inservice

    2. Initial needs

  B. Principals meet with new teachers

II. Campus Orientation

  A. Policies of school

  B. Handbook

  C. Discuss expectations

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
School District Model

TIMELINE

- D. Coordinate lesson plans, teacher editions, curriculum guides
- E. Setting up gradebooks
- F. Setting up classroom
- G. Completing all paperwork

III. Work Sessions--2 Days

- A. First year teachers and mentors work on rooms together
- B. Prepare for first day of school

IV. Meetings Every Week (Mentors with New Teachers)

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
School District Model

TIMELINE

V. Observations (Formative)

(We recommend principal allow several non-evaluative sessions.)

VI. Regular Meetings

A. Throughout year

B. Address ongoing concerns

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
School District Model

TIMELINE

PRINCIPALS

I. Training

   A. What is induction?

   B. What is mentoring?

   C. How to select/match new teachers with mentors

II. Match Mentors to New Teachers

III. Meeting With Mentors and New Teachers

IV. Provide Release Time (Creative Scheduling)

V. Conduct Conferences With Inductees

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
School District Model

TIMELINE

PRINCIPALS

VI. Positive Feedback

VII. Creating School Climate That Will Foster the Retention of First Year Teachers

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
School District Model

TIMELINE

MENTORS

I. Training (August)

  A. Define mentoring

  B. Stress support/assistance

II. Work With New Teachers in Classrooms (2 Days)

III. Initiate Visits Every Week

IV. Shared Observations (Clinical Supervision)

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
School District Model

TIMELINE

MENTORS

V. Ongoing Training

A. Peer coaching

B. Adult development

C. Interpersonal skills

D. Mentoring process

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
School District Model

GOALS

To Assure Quality Instruction For Students Of Induction Year Teachers

- To Prepare for a Smooth Transition Between Student Teaching and Employment
- To Recruit the Most Promising Teachers Into Our Profession
- To Support and Assist First Year Teachers
- To Foster the Retention of First Year Teachers
- To Promote and Assist the Professional Growth and Ongoing Development of Induction Year Teachers

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
School District Model

GOALS

- To Provide Opportunities for Reflection by First Year Teachers
- To Strengthen Collaboration Among Educational Centers

Texas Education Agency, Induction Developmental Workshop, 1991.

Education Service Center Model

Induction Year Program
Education Service Center Model

Basic Assumptions

- The induction program is a cooperative effort between participating districts and the Education Service Center.

- All participating agencies shall provide support and training.

- All zero-level teachers, including those on emergency certificates, but not in an alternative certification program, shall be assigned a trained mentor.

I. Advisory Committee

A. Consists of superintendents of all participating districts

Texas Education Agency, Induction Developmental Workshop, 1991

Induction Year Program
Education Service Center Model

B. Determines the initial composition of the policy committee

    1. Majority classroom teachers (previous mentors and inductees when available)
    2. Each district at least one representative
    3. Building level administrators
    4. Service center personnel

II. Policy Committee

A. At least 1/3 of the membership is new each year

Texas Education Agency, Induction Developmental Workshop, 1991

Induction Year Program
Education Service Center Model

B. Responsibilities of the Policy Committee

1. Development of a set of policies and administrative regulations governing the operation of the committee
2. Election of a chairperson
3. Review of program and budgetary specifications to assure an appropriate match between program design and program funding
4. Specification of qualifications required to serve as a mentor teacher

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Education Service Center Model

5. Development of a contract which specifies the responsibilities of the mentor teacher by districts responsible for the final contract

6. Approval of plans for initial and ongoing training and support for mentor teachers

7. Approval of plans for initial and ongoing training and support for induction year teachers

Texas Education Agency, Induction Developmental Workshop, 1991

Induction Year Program
Education Service Center Model

8. Approval of a schedule for mentor teachers to share general concerns, relate experiences and exchange ideas (meetings facilitated by the Education Service Center if directed by the Policy Committee or at the request of a participating district)

9. Approval of a schedule for induction teachers to share general concerns, relate experiences and exchange ideas (such meetings will be scheduled at least once each six weeks and facilitated by the Education Service Center if directed by the Policy Committee or at the request of a participating district)

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Education Service Center Model

10. Review of all reports on the operation and success of the induction program

III. University Representatives

   A. Serve as members of the Policy Committee

   B. Monitor inductees--may include written contact as well as personal contact

IV. School Administrators

   A. Serve as members of the Advisory and Policy Committees

   B. Determine the specifications of mentor contracts within their districts

   C. Provide district-level support

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Education Service Center Model

V. Education Service Centers

  A. Act as fiscal agent

  B. Provide training through workshops to administrators, mentors and beginning teachers

  C. Facilitate meetings as requested

VI. Training and Support

  A. Training facilitated by the Education Service Center

  B. Training for mentors

    1. Communication and conferencing skills

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Education Service Center Model

2. Observation techniques

3. Models of instruction

4. Specialized training in TTAS

5. Adult learning theory and strategies

C. Training for inductees (WHITE PAPER, page 11)

D. Training for administrators should include, but not be limited to:

1. A review of the mentoring program

2. A review of clinical supervision and conferencing

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Education Service Center Model

3. Access to data which reveals the concerns of new teachers

4. Team building

(Note: Administrators should be encouraged to attend ANY of the training sessions provided for the program.)

VII. Evaluation (See WHITE PAPER, pp. 15-16)

VIII. Funding Recommendations

A. Budget to be determined by the Policy Committee based on funding provided by the state or participating district

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Education Service Center Model

B. Provision for five release days for the mentor and the beginning teacher may include an option of two half-day workdays at the end of each semester

C. Option to pay a stipend equal to substitute pay for attendance at two Saturday seminars to be held at the Education Service Center (seminars to be full-day workshops, one each semester)

IX. Additional Information and Issues

A. Issues

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Education Service Center Model

1. Allocation of funds to the districts for substitute pay and other costs directly related to the individual districts

2. Include Education Service Centers as a Policy Committee source

3. Differentiate between a zero-year beginning teacher and an intern in an alternative certification program

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Education Service Center Model

4. Define supervision of new teachers by university faculty in the broadest sense with reference to money, time and distance

Texas Education Agency, Induction Developmental Workshop, 1991

Education Service Center Model

Induction Year Program
Education Service Center Model

I. Policy Committee - Chosen by Service Center Director

   A. One university representative

   B. One service center

   C. Three principals (elementary, middle school, high school)

   D. One personnel director (central office)

   E. One special education director (central office)

   F. Mentor teachers

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Education Service Center Model

- G. Two teachers with zero years experience
- H. Two teachers with one year experience
- I. Six mentors (2 elementary, 4 secondary)
- J. One mentor in special education

II. Mentor Qualifications (selected by building principal)

- A. Three years teaching experience
- B. Agreement by application
- C. Exemplary teacher (pool of mentors will be trained)

Texas Education Agency, Induction Developmental Workshop, 1991

Induction Year Program
Education Service Center Model

III. New Teacher Training

- A. Independent School District
    1. Campus policies
    2. Grading systems - paperwork
    3. Lesson plans
    4. Campus support staffs
    5. Permanent records
    6. Teacher organizations
    7. Classroom organization

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Education Service Center Model

8. Two days in new teacher's room
9. Informal meetings
10. Modification skills
11. Four days of sharing time
12. Substitute preparation

B. University

   1. Observation in new teacher's classrooms
   2. Seminars

Texas Education Agency, Induction Developmental Workshop, 1991

Induction Year Program
Education Service Center Model

- C. Education Service Center
  - 1. Facilitate sharing meetings
  - 2. Lesson cycles
  - 3. Texas Teacher Appraisal System (TTAS) Instruction
- IV. Mentor Training
  - A. University
  - B. Education Service Center
    - 1. Facilitate initial two days
      - a. peer coaching
      - b. clinical supervision
      - c. counseling

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Education Service Center Model

2. Ongoing (four shared meetings)

V. Administrative Training

A. Independent School District

B. Education Service Center

1. Overview (one day meeting)
2. Interpersonal skills
3. Motivation
4. Conferencing
5. Ideas for community involvement

Texas Education Agency, Induction Developmental Workshop, 1991

Induction Year Program
Education Service Center Model

VI. Community Involvement

- A. Education Service Center to disseminate ideas and models of community involvement
- B. Complimentary packages provided by businesses, i.e., coupons, apartment listings, etc.

VII. Evaluation of Program

- A. Teacher interviewing (mentors, new teachers)
- B. Teacher surveying (mentors, new teachers)

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Education Service Center Model

C. During four yearly sharing sessions

D. Formal end-of-year survey

VIII. Budget - Resources

A. Education Service Center will be fiscal agent (districts could choose to co-op)

1. Mentors

2. Substitutes

3. Training (if needed)

4. Materials

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Education Service Center Model

IX. Teacher's Release

- A. Walkabouts
- B. Administrators and university personnel
- C. Volunteers placed on list
- D. Combine classes so teachers can visit

Texas Education Agency, Induction Developmental Workshop, 1991

Induction Year Program
Education Service Center Model

INDUCTEE TRAINING

TIMELINE

Initial - Before School Starts

- District policies
- Insurance
- Paychecks
- Handbooks
- Meet administrators
- Two days with mentor - setting up room, class rules, grade books, lesson plans, etc. (campus policies)
- Teacher organizations (legal)
- Tour building/service center
- Meet support staff
- Materials/supplies
- Permanent records

Texas Education Agency, Induction Developmental Workshop, 1991

Induction Year Program
Education Service Center Model

INDUCTEE TRAINING

TIMELINE

On-going - Throughout the Year

Week 1-3 - Items for Mentor to Cover

- Progress reports
- Open-house
- Parent conferencing/documentation
- Referral forms
- Substitute preparation
- Reinforce procedures for office and aides
- Review lesson planning

Texas Education Agency, Induction Developmental Workshop, 1991

Induction Year Program
Education Service Center Model

INDUCTEE TRAINING

TIMELINE

Week 4-6

- Stress problems
- Texas Teacher Appraisal System
- Discipline
- Report cards
- Mentor observation of induction
- Sharing session
- Admission/Review/Dismissal (ARD) meeting
- Time management
- Dealing with paperwork
- Financial planning

Texas Education Agency, Induction Developmental Workshop, 1991

Induction Year Program
Education Service Center Model

INDUCTEE TRAINING

TIMELINE

Second six weeks

- Special schedules (holidays)
- Observe mentor
- Make lesson together for Texas Teacher Appraisal System
- Teacher-made activities on Saturday
- Pacing lessons
- Flexibility

Texas Education Agency, Induction Developmental Workshop, 1991

Induction Year Program
Education Service Center Model

INDUCTEE TRAINING

TIMELINE

Needs of First Year Teachers

- Reinforcement theories
- Techniques of remediation and acceleration
- Enhancing student's self-concept
- Cooperative learning
- Knowing specific reading and math programs for children with learning problems
- How to relate to backgrounds and cultures of students
- How to evaluate yourself (self-assessment)
- How to delegate work (especially with aides)

Texas Education Agency, Induction Developmental Workshop, 1991

Induction Year Program
Education Service Center Model

INDUCTEE TRAINING

TIMELINE

Needs of Second Year Teachers

- Questioning techniques
- How to remain confident in teaching
- How to evaluate yourself
- Self-assessment
- Career development/further training
- Complimenting extra-curricular activities with academics

Texas Education Agency, Induction Developmental Workshop, 1991.

Induction Year Program
Education Service Center Model

INDUCTEE TRAINING

TIMELINE

Goals

To provide support and training so that a first year teacher will:

- Feel welcome and secure
- Be knowledgeable of district and state policies, guidelines, etc.
- Grow in instructional expertise
- Experience a smooth transition from college to the first year and beyond

Texas Education Agency, Induction Developmental Workshop, 1991.

SECTION III. OTHER MODELS

TABLE OF CONTENTS

The New Teacher, The Mentor, and the Lesson Cycle, Houston Independent School District

Mentoring Modules, Region X Education Service Center

Peer Coaching: Why?, Ysleta Independent School District

The New Teacher, The Mentor, and The Lesson Cycle

Dr. Gabriel M. Barrow
Professional Development Specialist
Houston Independent School District
Houston, Texas

To the Presenter of

The New Teacher, The Mentor, and The Lesson Cycle

Overview

One of the most challenging years in the career of a new teacher is his/her first year of teaching. It is an emotional and stressful time. With the proper guidance, support, and encouragement of a good professional development program and staff, the first year of teaching could easily become the most fruitful year of learning experiences that will occur throughout the first-year teacher's entire teaching career. Because of the important role of the mentor and his/her proximity and availability to the new teacher, the mentor is an excellent resource that the new teacher can draw from to expedite the mastery and implementation of one of the most popular models of teaching today -- The Lesson Cycle. Working together as a team, the new teacher and the mentor can work towards increased proficiency of the Lesson Cycle while the experience provides an excellent opportunity for the new teacher and mentor to quickly grow closer together as "new friends" as they both grow professionally.

Intended Audience

This workshop is intended for new teachers and mentors of all grade levels as well as principals, superintendents, supervisors, and other central office personnel. This workshop is most effective if it is presented as close to, but *before*, the opening of school as possible.

Role of the Presenter

The presenter can be a professional development trainer, supervisor, principal, central office administrator, or teacher. It is helpful if the presenter has had some training in the elements of effective instruction and adult learning styles. The presenter should be respected by the staff, well organized, and able to communicate in a way that supports others' growth needs. The presenter's major responsibilities are to:

- Read the workshop manual carefully.
- Review the agenda before the workshop.
- Arrange for the duplication of all handouts and transparencies.
- Arrange for facilities and necessary equipment for the workshop.
- Arrange for facilitators, if needed.
- Announce the workshop in ample time, through fliers, bulletins, letters, etc.
- Guide the participants through the workshop activities.
- Provide the opportunity for reflections & evaluation.
- Arrange optional follow-up discussions/activities so participants can talk about their experiences applying the concepts.

Time Allotment

This workshop was designed to be presented in its entirety in a 6 hour period. Yet, the workshop can be divided and presented as stand-alone workshops for more specialized audiences or for more specific objectives. For example, some stand-alone workshops that could be given from the material in this book could be:

- *The Needs and Concerns of New Teachers*
- *The Mentor*
- *Adult Learning*
- *The Lesson Cycle*

Warm-Up Activity

Design or obtain an activity that allows participants to get to know one another, or one that focuses them on the workshop topic. For example, ask participants to think of the most important characteristic necessary to be a successful first-year teacher in today's classroom. Then ask them to find partners and share the characteristic they chose. After two minutes, ask participants to find new partners and repeat the process. This may be repeated for several rounds.

Opening

If the *Agenda* (page 1) was not passed out as the participants entered the workshop, pass out the *Agenda* at this time and briefly go over it.

Make a transparency of the cartoon on page 3 and use it as a *Focus Activity* to begin the workshop.

Make your introductory remarks based on the *Introduction* section on page 4.

Share the *Objectives* of the workshop as found on page 4.

Conclude the opening with some comments based on the *Rationale* section on page 5.

Needs and Concerns of New Teachers

Select a leader, a scribe, and a resource person. Allow the participants to work through the brainstorming activity on page 6. Monitor the activity.

Make transparencies of pages 7, 8, 9, & 10.

Share with the participants the research findings by discussing pages 7, 8, & 9.

Compare and contrast the lists of the participants with the research findings.

Discuss with the participants the transparency *A Support System* as found on page 10.

The Mentor

Open with the remarks: *The mentor is the key to a successful support system for beginning teachers. It is extremely important that mentors have the personal and professional qualities necessary to be a teacher of peers.*

Make transparencies of pages 11, 12, 13, 14, & 15.

Discuss with the participants what research shows to be *Successful Mentor Qualities* (page 11).

Discuss with the participants *Pairing That Promotes Accessibility and Congruence* (page 12).

Discuss with the participants a list of suggested *Mentor Responsibilities* (page 13) as well as *Major Areas The Mentor Should Address With The Protege* (page 14).

Using the transparency on page 15, discuss with the participants *The*

Mentor as a Good Coach.

Reproduce and pass out as a handout *A Checklist for Mentors* (pages 16, 17, 18, & 19). Point out that this is a suggested checklist of important points that mentors might use in initially working with their proteges.

Make a transparency of page 20.

Use the transparency *Mentor/Protege Pitfalls* (page 20) to discuss items to avoid in the mentor/protege relationship.

For an activity to get input from the participants in *Improving the Role of the Mentor* (page 21), break the participants into an even number of small groups. One half of the groups will work with the list of *Mentor Responsibilities* (page 13), and the other half will work with the list of *Major Areas The Mentor Should Address With The Protege* (page 14). The task of each group is to:
(1) Select a leader, scribe, and resource person,
(2) Critique their assigned list, adding or deleting items according to the consensus of the group, and
(3) Have the finalized revised list written on chart paper for presentation to and discussion by the whole group.

As time permits, in the whole group, discuss the revision of the two lists.

Adult Learning

Make your introductory remarks based on *Adult Learning* as found on page 22.

Make a transparency of page 23.

Go over the *Characteristics of Pedagogy* and the *Characteristics of Androgogy* (page 23). Compare and Contrast the characteristics.

Reproduce and pass out as a handout *Characteristics of Adult Learners and Their Implications* (pages 24, 25, & 26). Give the participants an opportunity to read the handout. Discuss the handout with the participants, asking them for additional implications for adult learning and for mentors.

Make a transparency of page 27.

To conclude this section, discuss the transparency *Applying Adult Learning Concepts to Mentoring* (page 27). If time permits, allow comments on this transparency.

The Lesson Cycle

Try to model the Lesson Cycle as much as you can throughout the presentation of this workshop.

Make your introductory remarks based on *The Lesson Cycle* as found on page 28.

Make a transparency of page 29.

Using the transparency, discuss the *Definition of Teaching*, *Teaching Decisions*, and the two statements concerning *The Lesson Cycle* (page 29).

Ask one of the participants to volunteer to stand up and share with the whole group how he/she taught his/her child or a student to do a simple task, like learning to tie shoes. Have another volunteer write the steps on a chart table. Thank both volunteers and ask them to be seated.

Make a transparency of page 30.

Using the transparency *The Theoretical Foundation Model for The Lesson Cycle* (page 30), discuss with the participants how simple and logical the theoretical foundation is for the Lesson Cycle. Point out that almost anyone who teaches anything usually, if they are effective, uses most of the components of this model. Discuss the steps that the volunteer gave in teaching the tieing of shoes in light of this model.

Make a transparency of page 31.

Using the definitions of *The Lesson Cycle* as found on pages 32 and 33, systematically discuss the parts of *The Lesson Cycle* by using the transparency diagram at the top of the transparency (page 31). Review *The Lesson Cycle Plan* by using the transparency listing at the bottom of the transparency (page 32).

Make the comment that The Lesson Cycle is only *one* teaching model and that it is not an educational dogma that cannot be modified.

Make a transparency of page 34.

Using the transparency *The Unabridged Lesson Cycle Plan* (page 34), discuss how it is acceptable to modify The Lesson Cycle to be even more effective.

Ask the new teachers in your audience to break into small groups and review and discuss The Lesson Cycle.

Ask the mentors in your audience to do the activity *The New Teacher, The Mentor, and The Lesson Cycle* (page 35).

Any participants that are not new teachers or mentors can assume either role to participate in the activity.

At this point there are a variety of activities that can occur:

- If both the new teacher and the mentor are participants, pair them off and let them begin working on the mastering and implementation of The Lesson Cycle.
- Have mentors pair off, or in small groups, discuss/critique the plans that they came up with.
- Have new teachers pair off, or in small groups, discuss the Lesson Cycle and how it can be effectively used in the classroom.
- Have principals, supervisors, etc. pair off, or in small groups, discuss how to support and assist new teachers and mentors to master and implement The Lesson Cycle in the classroom.

Summary

Ask volunteers to think about and then stand up and share with the whole group the answer to the question: *What did we learn in this workshop today?*

Reflections

Have the participants take a few moments to think about all that went on in this workshop. *How do you feel about what was presented, the way that it was presented, and how it will impact you in the future?* Have the participants write their reflections on a sheet of paper (or reproduce page 36 as a handout) in brief phrases or one-word descriptors. Select one or two scribes and have the participants give their reflections as the scribe(s) record them on chart paper.

Evaluation

If it is required, or desired by the presenter, an evaluation questionnaire/form can be administered at this time.

Agenda

I. Introduction
II. Objectives
III. Rationale
IV. Needs and Concerns of New Teachers
V. The Mentor
VI. Adult Learning (Androgogy)
VII. The Lesson Cycle
VIII. The New Teacher, The Mentor, and The Lesson Cycle
IX. Summary
X. Reflections
XI. Evaluation

Table Of Contents

Page

Introduction 4

Objectives 4

Rationale 5

Needs and Concerns of New Teachers (A Brainstorming Activity) 6

Needs and Concerns of New Teachers (Research Findings) 7

A Support System 10

The Mentor 11

Improving the Role of the Mentor 21

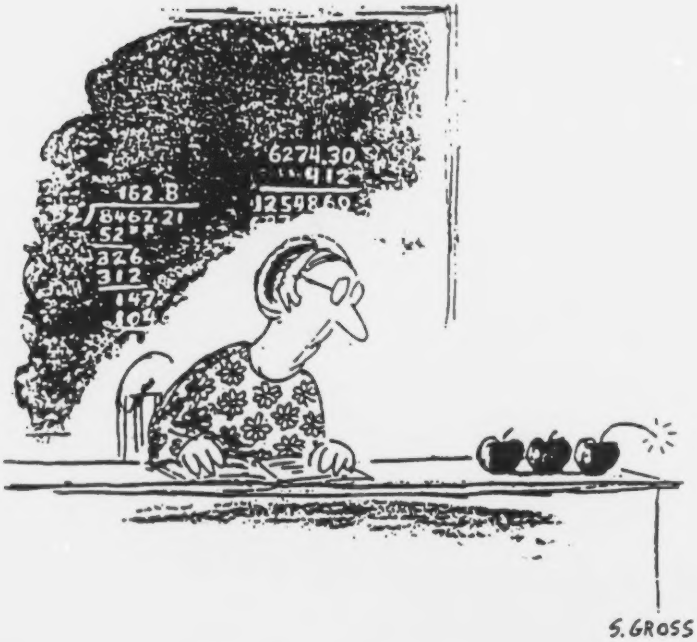
Adult Learning 22

The Lesson Cycle 28

The New Teacher, The Mentor, and The Lesson Cycle 35

Reflections 36

References 37


6274.30
412
1259860
162.8
52/8467.21
52
326
312
147
104
S.GROSS

Cartoon by Samuel H. Gross, copyright © 196
Saturday Review, Inc.

WHAT PROBLEMS DOES THE BEGINNING TEACHER FACE?

Introduction

To admit that one is a first-year teacher is somewhat like admitting that one has a fault (Winters, 1989). There is absolutely nothing wrong with being a first-year teacher. The problem arises when the first-year teacher does not seek answers to his/her questions or try to find solutions to his/her problems. The first year of teaching for *any new teacher* is an emotional and stressful time. It could, if not guided and supported properly, become a *nightmare!* But, with the proper guidance, support, and encouragement of a good professional development program and staff, the first year of teaching could easily become the most fruitful year of learning experiences that will occur throughout the first-year teacher's entire teaching career. The first year of teaching should be filled with opportunities to grow professionally, to experiment with new ideas, and to collaborate with and seek advice from the more experienced educational "experts".

Objectives

1. To identify the major needs and concerns of new teachers.

2. To discuss the importance of the role of the Mentor as the most important member of the professional development team.

3. To review the research concerning adult learning (androgogy).

4. To know the major components of The Lesson Cycle and its importance in today's classroom.

5. To develop ways the New Teacher and the Mentor can become more proficient in the implementation of The Lesson Cycle.

Rationale

One of the more difficult tasks of a first-year teacher is to take all of the wealth of learning and life experiences that he/she brings to the classroom and to present it to his/her students in easily understood, concise lessons. For students to understand and master the learning objectives efficiently, productively, and successfully, the lesson needs to be presented in a logical way that keeps the students actively engaged in the learning process from the beginning to the end of the lesson. The Lesson Cycle is an instructional model that helps the teacher do just that. It is important, therefore, that the first-year teacher learn to master the use of The Lesson Cycle as quickly as possible. Because of the role of the Mentor and his/her proximity and availability to the New Teacher, the Mentor is an excellent resource that the New Teacher can draw upon to expedite the mastery of the use and implementation of The Lesson Cycle. The Mentor can also assist the New Teacher in adapting The Lesson Cycle to the curriculum of the New Teacher's grade or subject being taught. The Mentor can give suggestions as to teaching strategies that have personally proven successful with the specific student population in the school environment that both are teaching in. The mastery of The Lesson Cycle is also an area that provides an excellent opportunity for the New Teacher and Mentor to grow closer together as "new friends" as they both grow professionally.

Needs and Concerns of New Teachers

(A Brainstorming Activity)

A Leader, a Scribe, and a Resource person will be selected.

The *Leader* directs the content of the session by letting the group first establish ground rules for the activity and then by directing the content of the brainstorming activity in an energy-efficient manner so that the objective is accomplished.

The *Scribe* provides a record of the appropriate comments (usually on a chart pad) in the session in a way that reinforces participation and allows for follow-up so that the objective is accomplished and the process improved.

The *Resource* person monitors and acts on the process of the session in a way that increases the contribution and understanding of each participant and keeps the session on track so that the objective is accomplished in an efficient manner.

Objective: The first year of teaching has been called an emotional roller coaster, filled with peaks of exhilaration, dips of depression, and always, intense involvement. Brainstorm what are some of the needs and concerns that you would expect to be most common among first-year teachers? In conclusion, try to rank order what would be considered the top five needs and concerns of first-year teachers.

Needs and Concerns of New Teachers

(Research Findings)

Broadbent, R., & D. Cruickshank. (1964). *The Identity and Analysis of Problems of First Year Teachers.*

Fifty-eight percent of 282 beginning teachers responded to a 117-item questionnaire. First year teachers are troubled by the following problems, listed in descending order:

1. methods of teaching
2. evaluation of students
3. discipline
4. parent relations
5. classroom routines and materials
6. personal problems (primarily lack of self-confidence)

Needs and Concerns of New Teachers

(Research Findings Continued)

Veenman, S. (1984). "Perceived Problems of Beginning Teachers." *Review of Educational Research.*

Veenman reviewed 91 studies published since 1960. The common problems are listed in descending order:

1. classroom discipline
2. motivating students
3. dealing with individual differences among students
4. assessing students' work
5. relationships with parents
6. organization of class work
7. insufficient materials and supplies
8. dealing with problems of individual students

Needs and Concerns of New Teachers

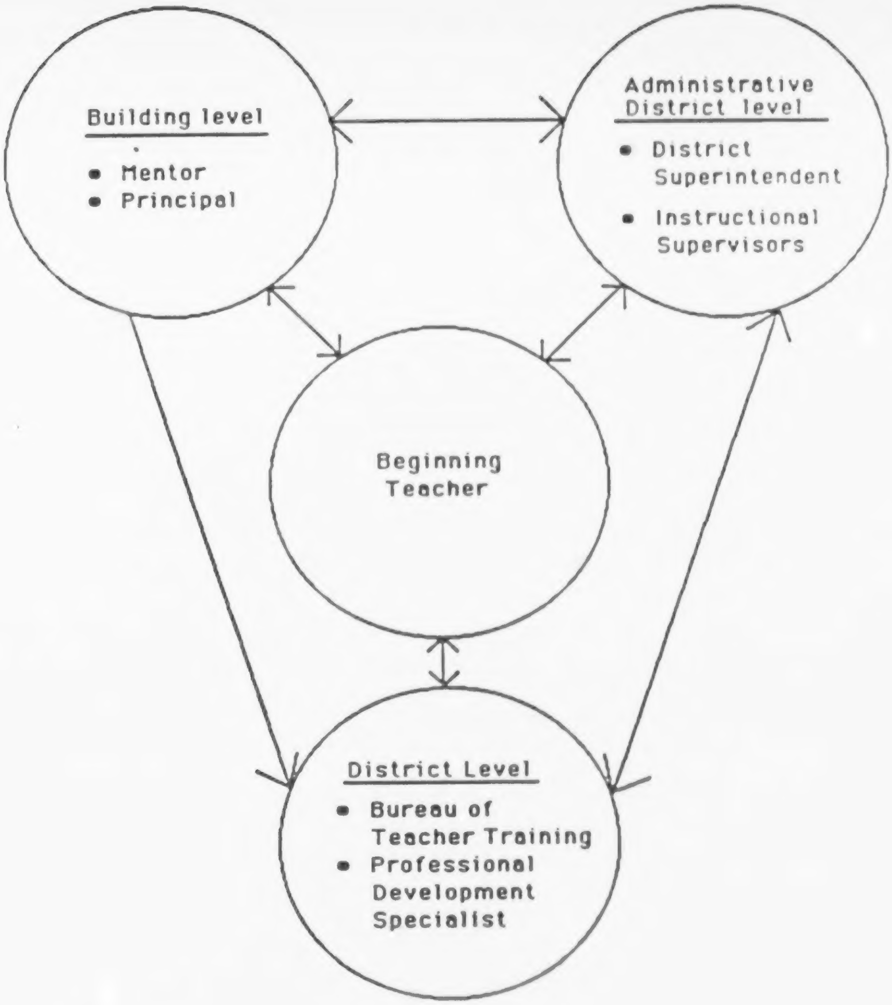
(Research Findings Continued)

Clewitt, E. C. (1984). "Supporting and Facilitating the Entry Teaching Year: Summary of Related Literature and Pilot Program for Oregon Beginning Teachers."

A review of current research shows the following to be problems faced by beginning teachers:

1. classroom management and discipline
2. student motivation
3. adjustment to the physical demands of teaching
4. managing instructional tasks
5. sacrificing leisure time
6. managing non-instructional demands

A Support System


Building level
• Mentor
• Principal
Administrative District level
• District Superintendent
• Instructional Supervisors
Beginning Teacher
District Level
• Bureau of Teacher Training
• Professional Development Specialist

The Mentor

The Mentor is the key to a successful support system for beginning teachers. It is extremely important that mentors have the personal and professional qualities necessary to be a *teacher of peers*.

SUCCESSFUL MENTOR QUALITIES

- **Demonstrate exemplary teaching ability as indicated by effective communication skills, subject matter knowledge, mastery of a range of teaching strategies, and other special skills and abilities**
- **Be an experienced teacher**
- **Believe in the value of teaching as a profession**
- **Be committed to enhancing the status of teachers**
- **Hold high expectations for students**
- **Convey enthusiasm for learning to teachers and students**
- **Believe all students can learn and succeed**
- **Demonstrate initiative**
- **Have courage to share ideas and initiate change**
- **Demonstrate the ability to plan and organize**
- **Be people oriented**
- **Be flexible**
- **Respect others**
- **Tolerate ambiguity**

PAIRING THAT PROMOTES ACCESSIBILITY AND CONGRUENCE

- Similar content areas
- Similar grade levels
- Classrooms in close proximity
- Similar/flexible schedules that foster communication
- Compatible ideologies about teaching
- Acceptance by the Protege of the Mentor's supportive role
- Age (4-8 years older)
- Gender matching
- Involvement of the building principal

GOAL: Development of a professional chemistry between the two individuals!

MENTOR RESPONSIBILITIES

- Meeting regularly with your protege, formally and informally
- Guiding your protege through the daily operation of the school
- Assessing the professional needs of your protege
- Collaboratively developing a professional action plan with your protege
- Monitoring progress of the action plan
- Observing your protege's teaching and providing feedback
- Demonstrating lessons for your protege
- Arranging for your protege to visit different teacher's classes
- Being a role model in all aspects of professionalism
- Developing your skills as a mentor teacher as well as a classroom teacher
- Supporting and counseling your protege
- Participating in professional development activities

MAJOR AREAS THE MENTOR SHOULD ADDRESS WITH THE PROTEGE

I. CURRICULUM

* Scope and Sequence
* Curriculum Guides/Project ACCESS
* Goal Setting
* Textbooks
* Course Content/Essential Objectives
* Support Materials/Manuals
* Grades
* Modeling
* Observations

II. PROFESSIONAL PRACTICES

* Annual Plan
* Lesson Plans
* Classroom Environment
* Classroom Organization
* Classroom Management
* Time Management
* Evaluations
* Teaching Techniques
* Special Student Needs

III. OPERATIONS

* School District Policy
* Daily Procedures
* Grading Plan
* Location of Resources
* Community Resources
* Parent Communication

THE MENTOR AS A GOOD COACH

CHARACTERISTICS OF GOOD COACHES

1. KNOWLEDGE. **A mentor as a team coach needs to know more than the protege about the method being learned; however, the coach does not need to know** *everything.*

2. CREDIBILITY. **A team coach must demonstrate success in the classroom, not as an observer but as a participating teacher. When the coach works side by side with the protege, the protege realizes that the coach has usable ideas and can execute them in the classroom.**

3. SUPPORT. **A team coach must encourage the teacher's efforts and temper even constructive criticism with praise. Changing a behavior and implementing a new idea are difficult at best. A team coach has to be ready to praise the protege's efforts, step by step.**

4. FACILITATION. **A team coach is a** *tenant* **in another teacher's (the protege's) classroom, and it is essential that the protege maintain ownership of the lesson, students, and classroom. The tenant is responsible for what occurs in the apartment, but the owner is the final authority. The coach is there to facilitate, not dictate.**

5. AVAILABILITY. **A team coach must be accessible to the protege for planning, team teaching, and conferencing.**

A CHECKLIST FOR MENTORS

1. Get to know your protege as a person -- find out his/her interests, hobbies, etc. If your protege is new to the city or area in which the school is located, mention good places to shop, and find various services and activities (e.g., recreational, religious, etc.)

2. Contents of the school: Handbook, ACCESS/curriculum bulletins, Student Code of Conduct, Elementary/Secondary Guideline books, Teacher Editions of Texts.

   How do I secure teacher editions and curriculum bulletins for my teaching assignment?

   Is there a school policy concerning school parties or dress code?

   What is the teacher dress code (written or unwritten)?

   What provisions are made and what are the policies when I need to leave my classroom?

3. List of the names and responsibilities of the administrative and office staff.

4. Textbook procedures: getting textbooks (which ones), requesting them using color-coded cards, finding out from whom and when to request them, knowing about the restrictions on issuing books to students.

   What textbooks are available, and how are they obtained?

   What is my responsibility in accounting for textbooks?

   Is there a school policy concerning the use of workbooks?

5. Lesson plans: general format, etc. Elementary: talk about state-mandated time allotments.

   What are my responsibilities for lesson planning?

   Who and what are resources for developing lesson plans?

6. Setting up the grade book and how to grade students.

   What suggestions do you have for keeping a grade book?

7. Discuss lunch time, library, and field trip procedures and policies.

8. Parent/teacher communication: Elementary: mention Parent Conference card that is to be used all year.

   How and when should I inform parents regarding their child's performance?

   What is my responsibility for conferencing with parents?

   What are the policies and procedures for using written communication to parents?

   What do I do if a parent comes to my room during the school day and requests a conference?

   REPORT TO PARENTS forms and report card procedures.

   When and who do I send REPORT TO PARENTS to?

   What are the procedures concerning preparing and issuing report cards?

9. Discuss parents' first day of school concerns, e.g., in lower elementary grades, encourage the parent to leave the child, but if the child is uncomfortable or upset, let the parent stay for awhile that day; discuss with the protege first day necessities, such as a fire drill, lunchroom and restroom procedures.

10. Discuss the school's culture and expectations of the community and the community's involvement in the school.

    What community groups are involved in the school?

    How can I use the community and its members and groups as resources?

11. First day of school procedures:

    A. Attendance procedures

       Elementary: Talk about what time should a teacher fill out the CAR, explain what it is, and how accurate this information must be.

       Secondary: Explain the second period attendance form, when it is due to which office, the blue card count (class load card), and when it is due to which office -- stress the necessity for the accuracy of both.

Make the distinction between ADA (state) attendance and class-by-class attendance procedures and how to record both.

B. Student records

Elementary: Locate and study students' permanent records folders in the office and know how to make one when a student new to the school enrolls in class.

Secondary: Know where to locate and when to use the permanent records folders.

Where do I obtain student records that will assist in teaching?

Under what conditions may students be allowed to leave school during the school day?

What are the procedures for reporting student attendance?

How often do I update student enrollment cards?

12. Releasing Students

Discuss conditions for releasing a student from class to an adult and procedures for students checking out and re-admission (e.g., for a doctor's appointment).

What is expected of students in regard to permits to class, hall permits, tardy permits, etc.?

13. Teacher attendance policies and procedures

Whom do I call if I must be absent, and how do I notify the school of my return?

At what times does my work day begin and end?

What are the procedures concerning the sign-in sheet?

What if I am going to be late or leave early?

What forms do I complete when I am absent, late, or leaving early?

What types of days am I allotted for absences? (short leave, sick days, personal business, religious holidays, etc.)

14. Pre-First Day Activities

A. Room Preparation

Locate room, survey needs, identify procedures to request room supplies, identify physical climate control procedures, how to report maintenance problems, review emergency procedures.

B. Other Necessary Information

Where to park, where to check in and out, where the lounge is located, teacher restrooms, and phones for faculty use can be found, where the duplicating and/or photocopy machines are located and when and how to use them.

What school supplies are available, and how are they allocated?

What audio-visual materials are available, and how are they obtained?

What special resources are available?

C. Identify Special Resource Personnel

How do I secure the services of the nurse, speech therapist, school psychologist, or other special service personnel?

What procedure do I follow to refer a student who has special needs?

15. Review and discuss your schedule and appropriate times for the two of you to meet on a regular basis.

16. Discuss school and classroom management procedures and policies.

What are the expectations for my classroom management?

What are the discipline management policies?

What is the student code of conduct?

What are the School Board policies concerning discipline?

Is corporal punishment an option?

17. Discuss homework and testing procedures and policies.

MENTOR/PROTEGE PITFALLS

- OVERPROTECTION -- You cannot shield your Protege from every possible mistake

- MENTOR INFLEXIBILITY -- Permit your Protege to pick and choose from the advice and modeling offered

- SUBSTANDARD GOALS -- The Protege's growth potential should not be based on the Mentor's limitations

- MENTOR DOMINANCE -- Don't bedazzle the Protege with your skill and knowledge

- LACK OF COMMUNICATION / NO COMMUNICATION -- It is important to communicate often and effectively with your Protege

Improving the Role of the Mentor

Breaking into small groups (an even number of groups: 2, 4, etc.), one half of the groups will work with the list of MENTOR RESPONSIBILITIES (page 13), the other half will work with the list of MAJOR AREAS THE MENTOR SHOULD ADDRESS WITH THE PROTEGE (page 14). The task of each group is to: (1) Select a Leader, Scribe, and Resource person, (2) Critique their assigned list adding or deleting items according to the consensus of the group, (3) Have the finalized revised list written on chart paper for presentation and discussion by the whole group.

Adult Learning

(Androgogy)

Adult learning and training is quite different from that for children. Adults bring into the learning situation goals, motivations, experiences and expectations that children do not. In his book, *The Adult Learner*, Malcom Knowles (1984) gives the following characteristics of Adult Learning:

- If adults feel that training content meets their professional and personal needs, they will learn, retain and use what they are taught.
- Adult learning is goal-oriented. Therefore, adults need feedback as they progress toward their goals.
- When learning new skills, techniques or concepts, ego-involved adult learning can result in a positive or negative view of self. Therefore, the trainer must be aware that new learning situations such as those presented in training sessions can produce anxiety.
- Because adults vary significantly in the experiences, knowledge, skills, self-direction, interests and competence they bring to a learning situation, individualization for adults is appropriate.
- Adults want to participate in the selection of objectives, content, activities and assessment of inservice programs.
- Adults will react against learning that is an attack on their competence, especially when that competence is part of their present instructional practices and tradition-based.
- A good salary, fringe benefits, fair treatment, recognition, achievement and increased responsibility influence adult motivation for learning and the desire to do one's job well.

CHARACTERISTICS OF PEDAGOGY
(TEACHER AND CHILDREN)

* Teacher is main source of knowledge; Child is dependent
* Child is willing to learn something new
* Child accumulates knowledge for later use
* Child is influenced by peer pressure
* Child values teacher approval
* Child listens and absorbs

CHARACTERISTICS OF ANDROGOGY
(LEADER AND ADULTS)

* Collaborative, rather than teacher-dominant: Adult learner is independent
* Adult learner is resistant to change
* Adult will learn in order to save time or make his/her job easier
* Adult learner will set his/her own professional and personal goals that are very specific
* Adult learner will evaluate his/her own progress
* Adult learners participate, share, and elaborate

CHARACTERISTICS OF ADULT LEARNERS AND THEIR IMPLICATIONS

SELF CONCEPT: The adult learner sees himself/herself as capable of self-direction and desires others to see him/her the same way. In fact, one definition of maturity is the capacity to be self-directing.

IMPLICATIONS FOR ADULT LEARNING

A climate of openness and respect is helpful in identifying what the learners want and need to learn.

Adults need to be involved in evaluating their own progress toward self-chosen goals.

Adults need to be involved in evaluating their own progress toward self-chosen goals.

IMPLICATIONS FOR MENTORS

Mentors recognize proteges as self-directing . . . and treat them accordingly.

The mentor is a learning reference for the protege rather than a traditional "teacher". Mentors are, therefore, encouraged to "tell it like it is" and stress "how I do it", rather than tell the proteges what they should do.

The mentor avoids "talking down" to the protege, who is an experienced decision-maker and a self-starter. The mentor, instead, tries to meet the protege's needs.

EXPERIENCE: Adults bring a lifetime of experience to the learning situation. Youths tend to regard experience as something that has happened to them, while to an adult, his experience is him. The adult defines who he is in terms of his experience.

IMPLICATIONS FOR ADULT LEARNING

Less use is made of transmittal techniques; more of experiential techniques.

Discovery of how to learn from experience is key to self-actualization.

Mistakes are opportunities for learning.

To reject adult experience is to reject the adult.

IMPLICATIONS FOR MENTORS

As the adult is his experience, failure to utilize the experience of the adult learning is equivalent to rejecting him as a person.

A PROBLEM-CENTERED TIME PERSPECTIVE: Youth thinks of education as the accumulation of knowledge for use in the future. Adults tend to think of learning as a way to be more effective in problem solving today.

IMPLICATIONS FOR ADULT LEARNING

Adult education needs to be problem-centered rather than theoretically oriented.

Formal curriculum development is less valuable than finding out what the learners need to learn.

Adults need the opportunity to apply and try out learning quickly.

IMPLICATIONS FOR MENTORS

Involvement in such things as problems to be solved, case histories, and critical incidents generally offer greater learning opportunity for adults than "talking to" them.

READINESS-TO-LEARN: Adult developmental tasks increasingly move toward social and occupational role competence and away from the more physical developmental tasks of childhood.

IMPLICATIONS FOR ADULT LEARNING

Adults need opportunities to identify the competency requirements of their occupational and social roles.

Adult readiness-to-learn and teachable moments peak at those points where a learning opportunity is coordinated with a recognition of the need-to-know.

Adults can best identify their own readiness-to-learn and teachable moments.

IMPLICATIONS FOR MENTORS

Learning occurs through helping the protege with the identification of gaps in the protege's knowledge.

No questions are "stupid"; all questions are "opportunities" for learning.

APPLYING ADULT LEARNING CONCEPTS TO MENTORING

When the Mentor and Protege meet together, the Mentor should:

- Allow time to listen to the Protege's ideas.
- Communicate a positive value for the Protege's experience base even though it may be limited to a day-to-day, on-the-job learning experience.
- Give reasons for any suggestions which are made to the Protege so that the suggestions will be meaningful.
- Work with the Protege to identify a few specific behaviors on which the Protege wants to focus and work to modify.
- Contribute to the professional development of the Protege by encouraging the Protege to refine skills of reflection, and self-critique. Encourage self-direction in the Protege.

The Lesson Cycle

According to Madeline Hunter (1982), there is no question but that genetic endowment and past experience influence students' learning, but the teacher's own teaching decisions also have a powerful impact. As a result, teaching can be defined as *a constant stream of professional decisions made before, during and after interaction with the student; decisions which, when implemented, increase the probability of learning.* Students learn more when they are taught effectively than they can learn on their own. *Even champions have coaches.*

Regardless of who or what is being taught, all teaching decisions fall into three categories: (1) what content to teach next, (2) what the student will do to learn and to demonstrate learning has occurred, and (3) what the teacher will do to facilitate the acquisition of that learning. When these professional decisions are made on the basis of sound psychological theory and *if* these decisions also reflect the teacher's sensitivity to the student and to the situation, *learning will be increased.* Should errors be made in any of these three decisions, student learning can be impeded. Consequently, it is important for teachers to consciously and deliberately identify the decisions needing to be made in each category and base their decisions on research validated knowledge. Equally important is the teachers' ability to "read" signals from students and to assess the learning situation so necessary adjustments will be made (Hunter, 1982).

The first professional decision to be made is the answer to the questions, "What will be taught next." While the first decision of teaching is based on content, the *what* of teaching, the second decision is directed to the *student behavior* that makes learning possible, the student's *how* of learning. Will the student read, discuss, listen, observe, do? *There is no one best way to learn,* and use of a combination of these input behaviors usually is more effective than relying on only one. Another aspect is that the teacher must decide the output that must be *perceivable* by the teacher to *validate* that learning has been accomplished and that the students are ready to move on to the next learning experience or whether the teacher must reteach or extend practice of the current learning. The third decision in teaching is directed to what the *teacher* will do to increase learning. If the teacher deliberately uses principles of learning which research indicates are accelerants to student achievement, the teacher will have power to increase their students' motivation to learn, the speed and the amount (rate and degree) of their learning, and their retention and appropriate transfer of that learning to new situations requiring creativity, problem solving, and decision making (Hunter, 1982). The Lesson Cycle is one such model that reflects the principles of learning which research indicates accelerates student achievement. The Lesson Cycle is a process by which the teacher selects activities, strategies, and materials that are appropriate for the learner to master the objectives.

DEFINITION OF TEACHING

A constant stream of professional decisions made before, during and after interaction with the student; decisions which, when implemented, increase the probability of learning.

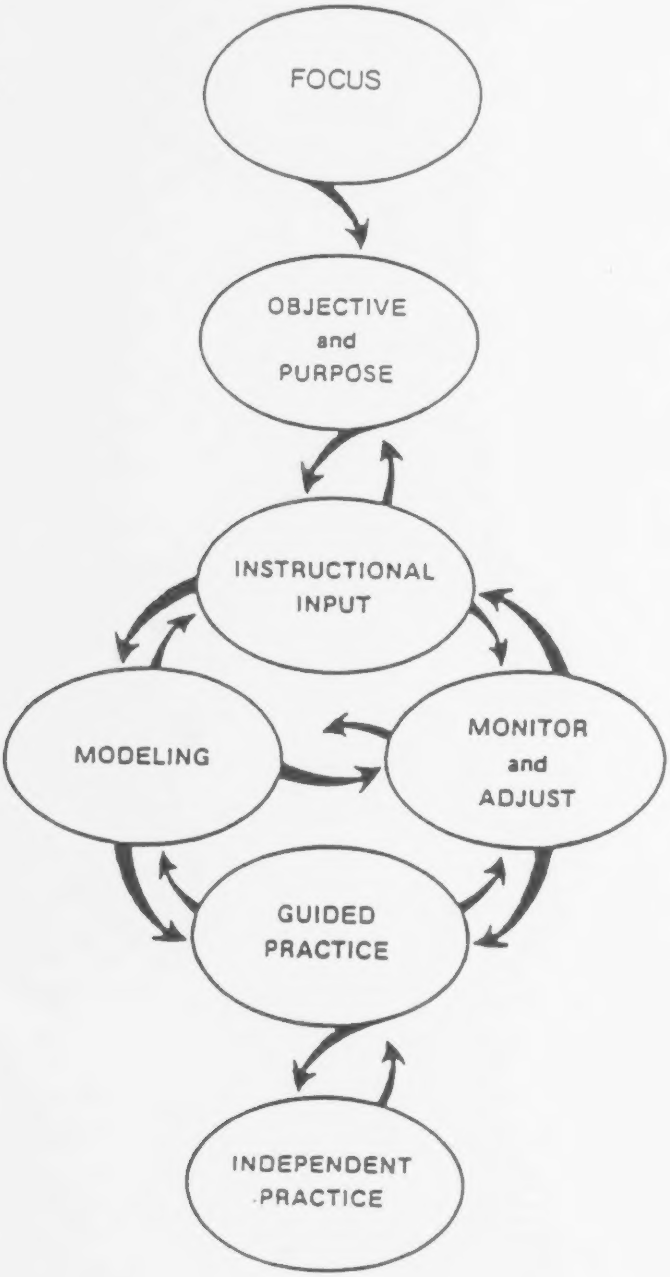
TEACHING DECISIONS

1. **What content to teach next**
2. **What the student will do to learn and to demonstrate learning has occurred**
3. **What the teacher will do to facilitate the acquisition of that learning**

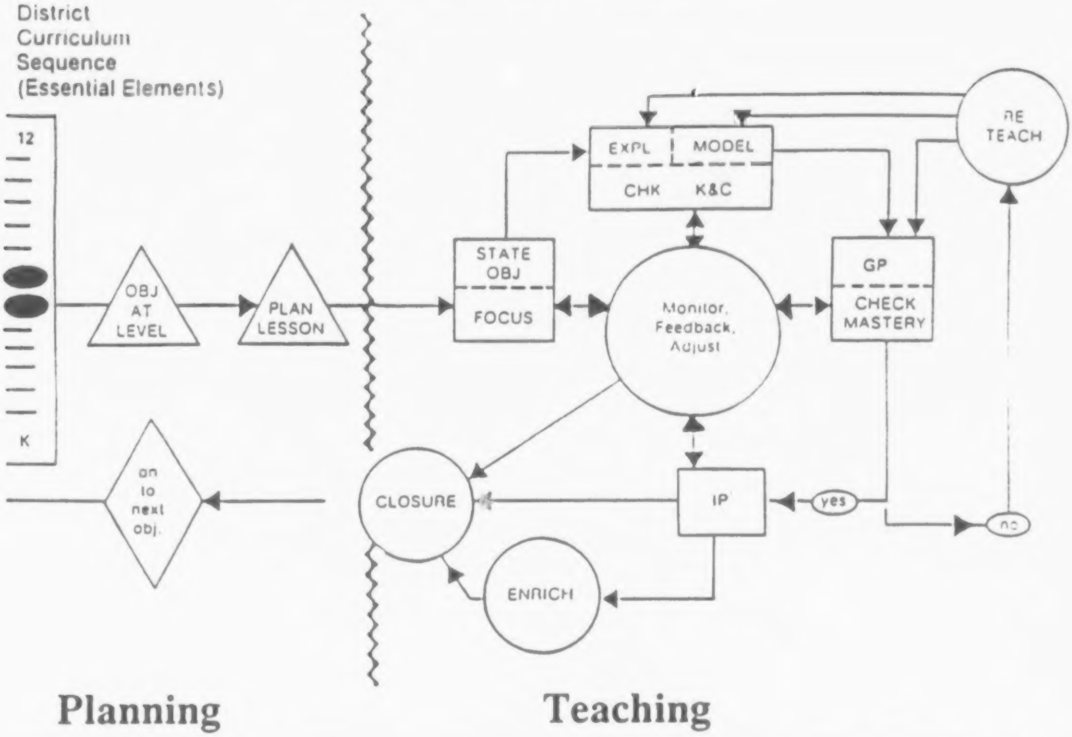
THE LESSON CYCLE is one model that reflects the principles of learning which research indicates accelerates student achievement.

THE LESSON CYCLE is a process by which the teacher selects activities, strategies, and materials that are appropriate for the learner to master the objectives.

THE THEORETICAL FOUNDATION MODEL FOR THE LESSON CYCLE


FOCUS
OBJECTIVE and PURPOSE
INSTRUCTIONAL INPUT
MODELING
MONITOR and ADJUST
GUIDED PRACTICE
INDEPENDENT PRACTICE

THE LESSON CYCLE


District Curriculum Sequence (Essential Elements)
12
K
OBJ AT LEVEL
PLAN LESSON
on to next obj.
STATE OBJ
FOCUS
EXPL
MODEL
CHK
K&C
Monitor, Feedback, Adjust
GP
CHECK MASTERY
RE TEACH
CLOSURE
IP
yes
no
ENRICH
Planning
Teaching

THE LESSON CYCLE PLAN

OPENING:
- Focus Attention
- State Objective/Purpose

INFORMATION:
- Explanation
- Modeling
- Monitor Knowledge and Comprehension
- Guided Practice
- Assess Mastery

RETEACH, *IF NECESSARY*

- Independent Practice
- Enrichment
- Evaluate Mastery

CLOSING
- Summary/Review
- Larger Context

THE LESSON CYCLE

PLANNING "In Your Seat"

TASK ANALYSIS	1. Select objective from curriculum sequence 2. Identify all components of the objective 3. Eliminate non-essential components 4. Place essential components in sequence
DISTRICT-WIDE CURRICULUM	A sequence of curriculum objectives based on Essential Elements and local needs.
SELECT AND ANALYZE OBJECTIVE	A process used to select an objective from the district-wide curriculum, analyze the components of the objective, and select the component at the correct level of difficulty for the learner.
PLAN LESSON	A process by which the teacher selects activities, strategies, and materials that are appropriate for the learner to master the objectives.

TEACHING "On Your Feet"

OPENING:

FOCUS	An activity to cause a mental shift to the learner, an introduction that sets the stage for the lesson.
STATE OBJECTIVE AND PURPOSE	A statement of what the learner does to demonstrate learning and why the learning is important.

INFORMATION:

EXPLANATION	What the learner needs to know to be successful with the objective.
MODELING	An illustration of the information explained.
MONITORING KNOWLEDGE AND COMPREHENSION	A request for the learner to demonstrate knowledge and/or understanding of the information given.
GUIDED PRACTICE	A teacher directed activity which causes the student to apply the information presented.

ASSESS MASTERY	An activity used to determine if a learner needs to be retaught or needs independent practice.

RETEACH (If Necessary)

RETEACH	Recycle students who did not master the objective, by providing alternative strategies for the learner to master the objective.
INDEPENDENT PRACTICE	The application of information presented without the assistance of the teacher.
ENRICHMENT	An activity that expands on basic learning.
EVALUATE MASTERY	An activity used to determine the degree to which the learner met the objective.

CLOSING

SUMMARY/ REVIEW	The review of main ideas and objectives learned.
LARGER CONTEXT	An activity that relates objectives mastered to life experiences and/or future learning.

THE UNABRIDGED LESSON CYCLE PLAN

OPENING:

- **Focus Attention**
- **State Objective**
- **Give Purpose**
- **Relate Content to Prior/Future Learning**
- **Relate Content to the Students' Interests**
- **Communicate Learning Expectations**

INFORMATION:

- **Explanation**
- **Modeling**
- **Monitor Knowledge and Comprehension (Feedback, Adjustments)**
- **Closure I to Information/Explanation Segment of Lesson**
  - **(A Summary/Review over the Specific Content of the Information/Explanation Segment)**

APPLICATION I:

- **Give Clear Directions**
- **Model Activity in the Format Assigned**
- **Guided Practice**
- **Monitor to Assess Mastery**

RETEACH, IF NECESSARY, USING DIFFERENT INSTRUCTIONAL METHODS

APPLICATION II:

- **Independent Practice**
- **Provide for Enrichment/Application/Transfer**
- **Evaluate Mastery**

CLOSING:

- **Closure II to Entire Lesson**
  - **(A Summary/Review in the Larger Context)**

The New Teacher, The Mentor, and The Lesson Cycle

Using what you know about adult learning, and from the point of view of a Mentor, develop a plan to help your new teacher Protege to become proficient in the use of The Lesson Cycle. Write your plan below. At the appropriate time, as directed, be prepared to share your plan with another participant and/or to the whole group.

Reflections

Take a few moments to think about all that went on in this workshop. How do you feel about what was presented, the way that it was presented, and how it will impact you in the future? Try to write your reflections below in brief phrases or one-word descriptors. Be prepared to share one reflection, when called upon to do so.

References

Broadbent, R., & D. Cruickshank. (1964). *The Identity and Analysis of Problems of First Year Teachers.*

Clewitt, E. C. (1984). "Supporting and Facilitating the Entry Teaching Year: Summary of Related Literature and Pilot Program for Oregon Beginning Teachers."

Hunter, M. (1982). *Mastery Teaching.* El Segundo, CA: TIP Publications.

Hunter, M., & D. Russell. (1989). *Mastering Coaching and Supervision.* El Segundo, CA: TIP Publications.

Knowles, M. (1984). *The Adult Learner.* Houston: Gulf Publishing Company.

Veenman, S. (1984). "Perceived Problems of Beginning Teachers." *Review of Educational Research, 54* (2), 143-178.

Winters, J. L. (1989, Spring). "First-Year Teacher: Handle With Care." *Kappa Delta Pi RECORD*, 70-71.

Notes

Notes

Notes

MENTORING MODULES

Module 1: THE MENTOR **6 HOURS**
- The Law
- Performance Expectations of Mentor
- Perceived Needs of New Teachers
- Perceived Needs of Schools
- Roles of Mentors and Mentoring Process

Module 2: ADULT DEVELOPMENT and INTERPERSONAL SKILLS **6 HOURS**
- Communication
- Counseling Point of View

Module 3: DIRECT SUPPORT **6 HOURS**
- Classroom Observation
- TTAS
- Lesson Cycle
- Effective Teaching Practices

Module 4: PROFESSIONAL COACHING STRATEGIES **12 HOURS**
- Preconference
- Observation
- Postconference
- Analyzing
- Practicing
- Reflection strategies

Module 5: CLASSROOM MANAGEMENT STRATEGIES and CLASSROOM DISCIPLINE STRATEGIES **6 HOURS**

Module 6: DIVERSE STUDENT POPULATIONS **6 HOURS**
- Multicultural
- Limited English Proficiency (LEP)
- At Risk
- Special Education

Module 7: THE FIRST DAY OF SCHOOL **6 HOURS**
- The First Six Weeks of School
- Development of a Survival Portfolio

*Education Service Center, Region X.

Module 8: TIME MANAGEMENT **6 HOURS**

- Planning
- Grading
- Record Keeping
- Classroom Organization

Module 9: PARENT AND COMMUNITY COMMUNICATION **6 HOURS**

- Conferences
- Organizations
- Culture of Community

Module 10:DEVELOPMENT OF A DISTRICT/ BUILDING MENTORING SUPPORT TEAM **6 HOURS**

- Meeting Leading
- Systems Framework (monthly meetings)

Module 11:MAKING SENSE OF THE CURRICULUM **6 HOURS**

- Development of Teaching Objectives
- Format of Unit Plans
- Access of Resources
- Assessment

---

*Education Service Center, Region X.

MENTORING STAFF DEVELOPMENT

REQUEST FORM

District Contact: ______________________________

District: ______________________________

Telephone Number: ______________________________

Number of mentor teachers participating: ______________

Examine the modules. Note that all modules are six hours except Professional Coaching Strategies which is 12 hours. Check those modules in which your district will be participating.

☐ 1. The Mentor

☐ 2. Adult Development and Interpersonal Skills

☐ 3. Direct Support

☐ 4. Professional Coaching Strategies

☐ 5. Classroom Management Strategies and Classroom Discipline Strategies

☐ 6. Diverse Student Populations

☐ 7. The First Day of School

☐ 8. Time Management

☐ 9. Parent and Community Communication

☐ 10. Development of a District/Building Mentoring Support Team

☐ 11. Making Sense of the Curriculum

*Education Service Center, Region X.

PEER COACHING:

Why?

TRANSFER OF TRAINING MODEL

developed by

Bruce Joyce and Beverly Showers

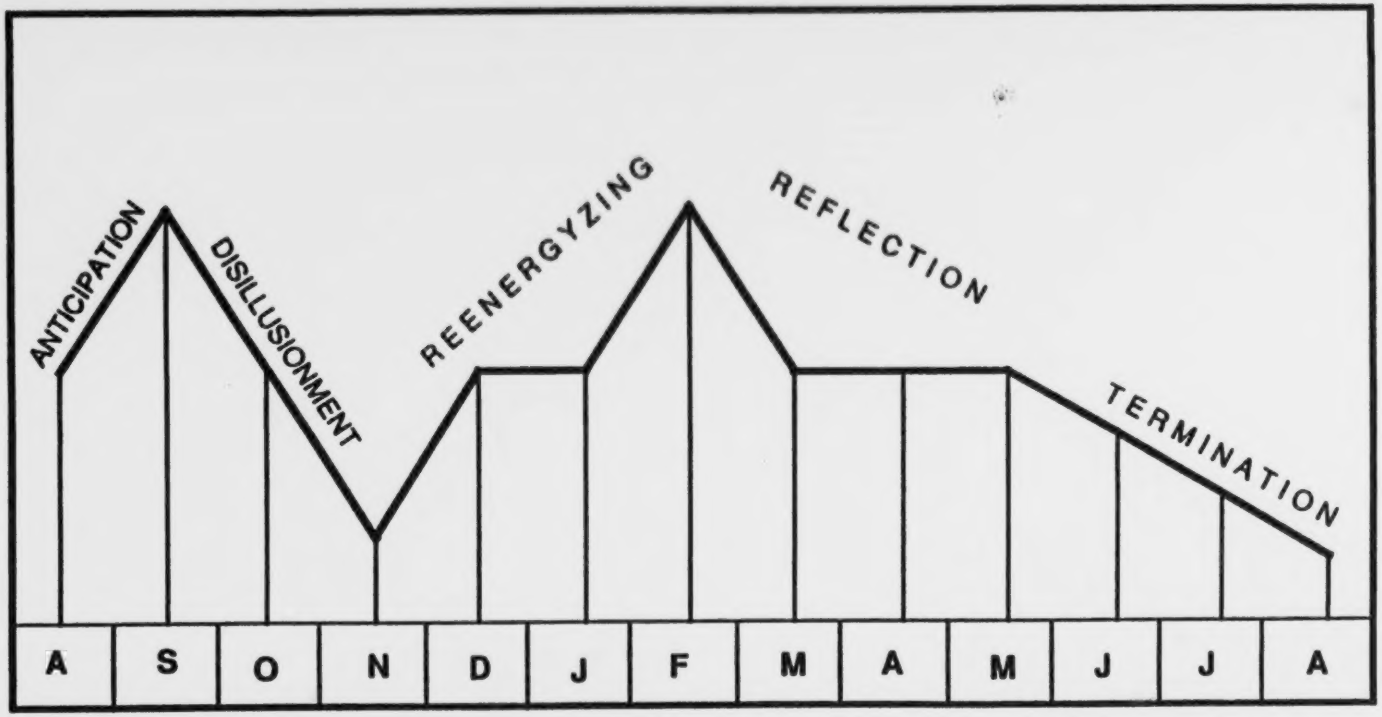
TYPE of TRAINING COMPONENT	LEVEL OF KNOWLEDGE	LEVEL OF SKILL	TRANSFER	
			Teacher Use	Student Effect Size
Theory and Lecture	80%	5%	5%	0.01 (EFFECT)
Modeling and Demos	90-95%	50%	5%	0.03 (EFFECT)
Practice and Feedback	95-100%	80-90%	5%	0.39 (EFFECT)
COACHING	95-100%	98-100%	75-95%	1.68 (EFFECT)

Margarita Calderón, Ph. D. - YISD/UCSB - '90

Barriers to Professional Growth

- Isolation from peers
- Lack of common knowledge base; a "mind set"
- No room for experimentation
- Multiple, overlaping decisions
-
-
-
-
-
-
-
-
-
-
-

FORECASTING TRANSFER


ANTICIPATION
DISILLUSIONMENT
REENERGYZING
REFLECTION
TERMINATION
A
S
O
N
D
J
F
M
A
M
J
J
A

- MISTAKES ARE NORMAL AND NECESSARY
- TEACHING BEHAVIORS THAT WORKED WELL IN THE PAST MAY ACTUALLY IMPEDE NOW

An Ethnographic Study of Coaching by Margarita Calderón, Ph. D. YISD/UCSB - 4/'90

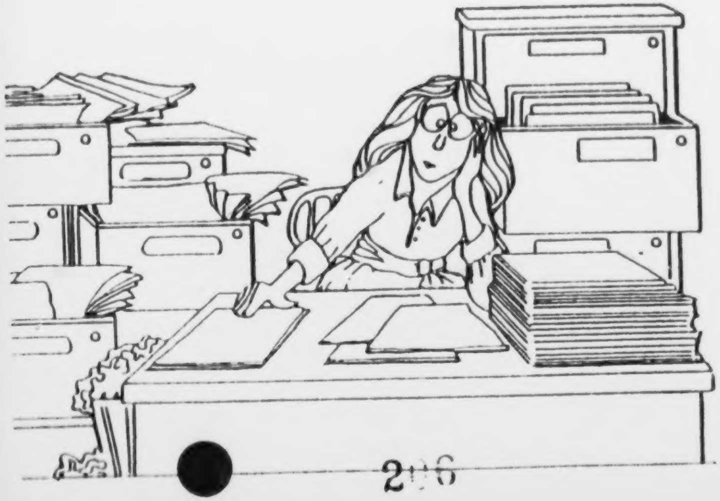
STAGES TO BURNOUT

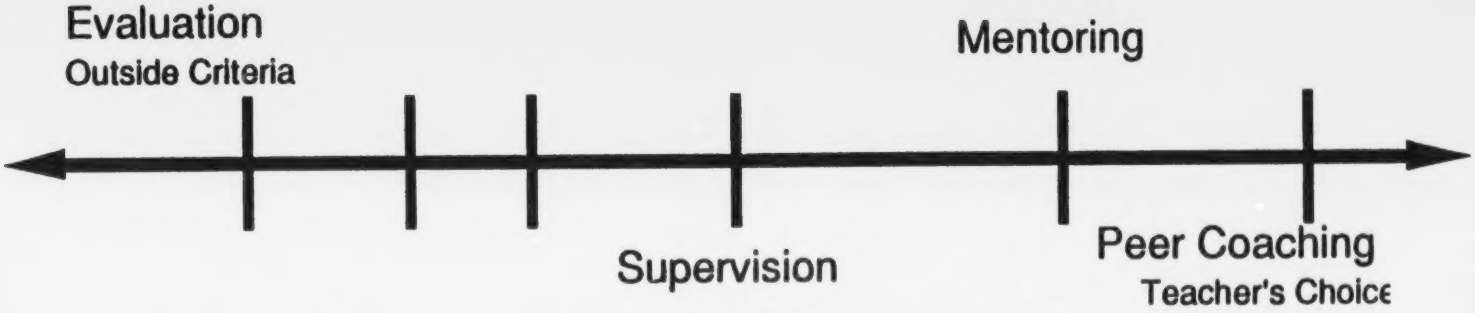
ENTHUSIASM

STAGNATION

FRUSTRATION

APATHY





Evaluation
Outside Criteria

Mentoring

Supervision

Peer Coaching
Teacher's Choice

What is a Mentor?

"A mentor is a professional colleague who can model exemplary instruction in an empathetic, non-evaluative and supportive manner in response to needs identified by the intern."

The New York City Mentor Teacher
Internship Program

Margarita Calderón, Ph. D., 3/90

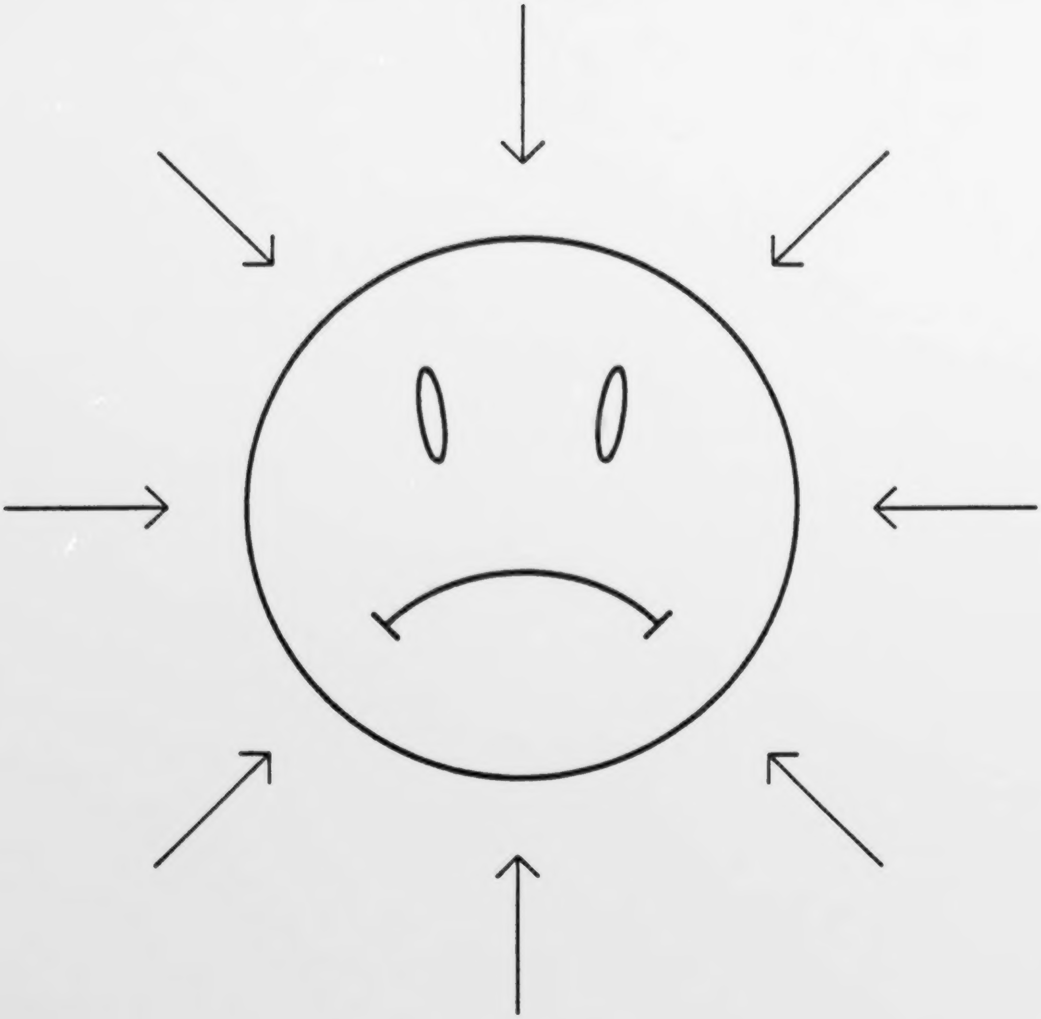
SOME DISTINCTIONS BETWEEN COACHING AND EVALUATION

ELEMENT	COACHING	EVALUATION*
Responsibility	Collegial/Peer	Administrator/Supervisor
Time - frame	Formative Throughout the years for 3 or more years	Summative deadline set by district/board policy (e.g., April 15)
Purpose	• To enhance the classroom climate for learning • To increase academic achievement for L.E.P. and all students • To improve teaching • To improve organization of instructional program	To meet legal requirements • Judgement of effective performance • To guarantee minimum uniformity • To certify the effectiveness of instruction to board, public and staff
Sources of Criteria	Teacher	Predetermined or set by board policy or administration
Use of Data Collected	Returned to Teacher	Placed in personnel file as a documentation of performance
Topics Covered	Classroom interaction: Instruction, student learning, individual student behaviors, teacher behaviors, etc.	Total professional performance: participation on school committees and school events, attendance, grooming, punctuality, etc.
Value Judgements	Made by Teacher	Made by Administrator/Supervisor
Role of Observer	Directed by Teacher	Determined by Supervisor

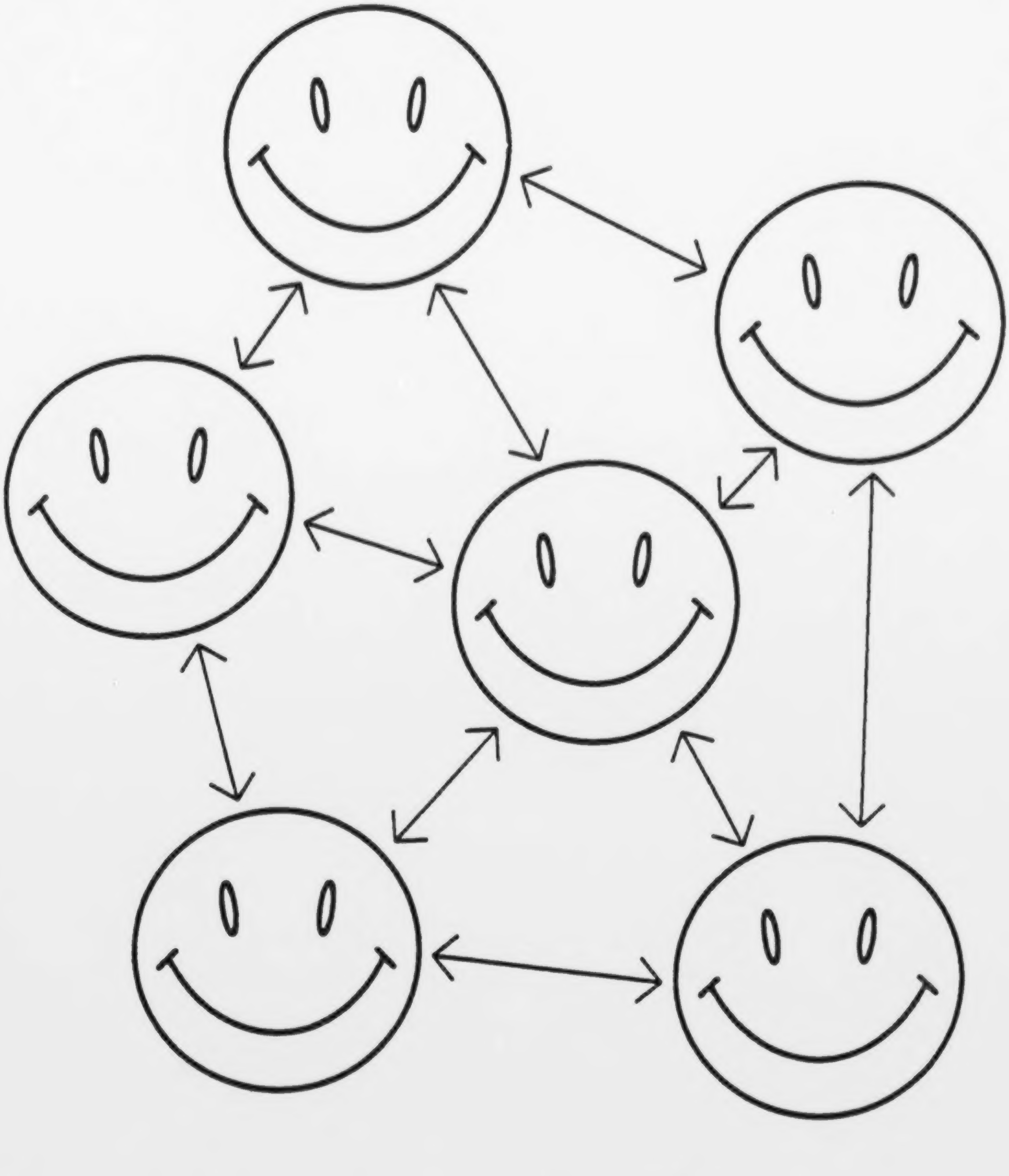
* Adapted and modified from Arthur Costa's The Art of Cognitive Coaching

Margarita Calderón, Ph. D. - YISD/'90

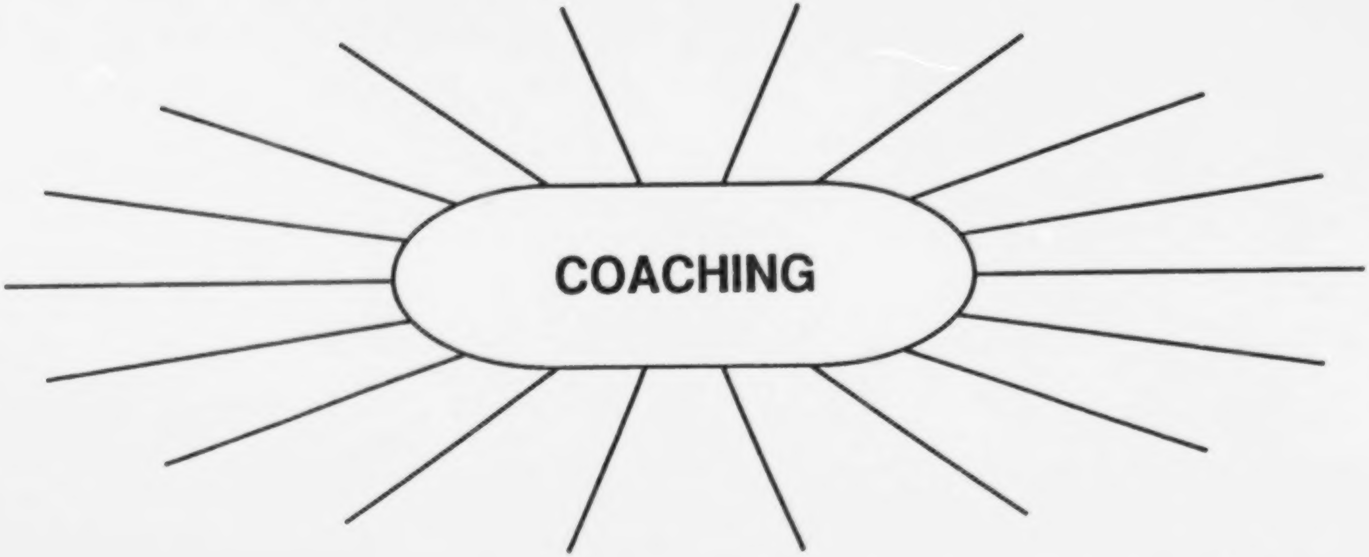
ISOLATION FEELS LIKE ...



NETWORKING FEELS LIKE ...



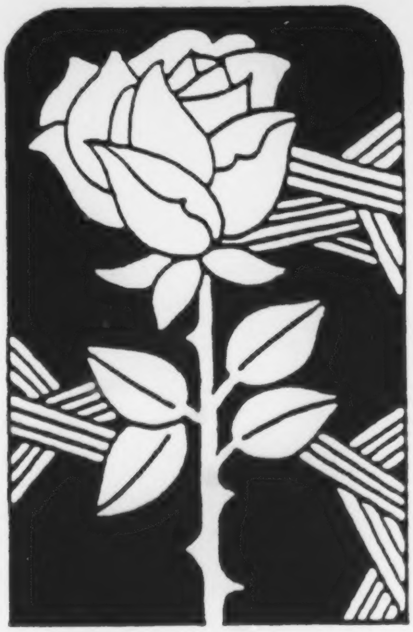
COACHING SPOKE



Margarita Calderón, Ph. D. - YISD/'90

Coached teachers master new skills because...

- they practice more frequently.
- they receive more feedback.
- they analyze their work in more depth.



Teachers that coach teachers also benefit because . . . .

The degree to which I create relationships which facilitate the growth of others as separate persons is a measure of the growth I have achieved in myself.

Carl Rogers

COLLEGIAL SUPPORT SYSTEMS:

DEEPEN OUR PROFESSIONAL EXPERTISE

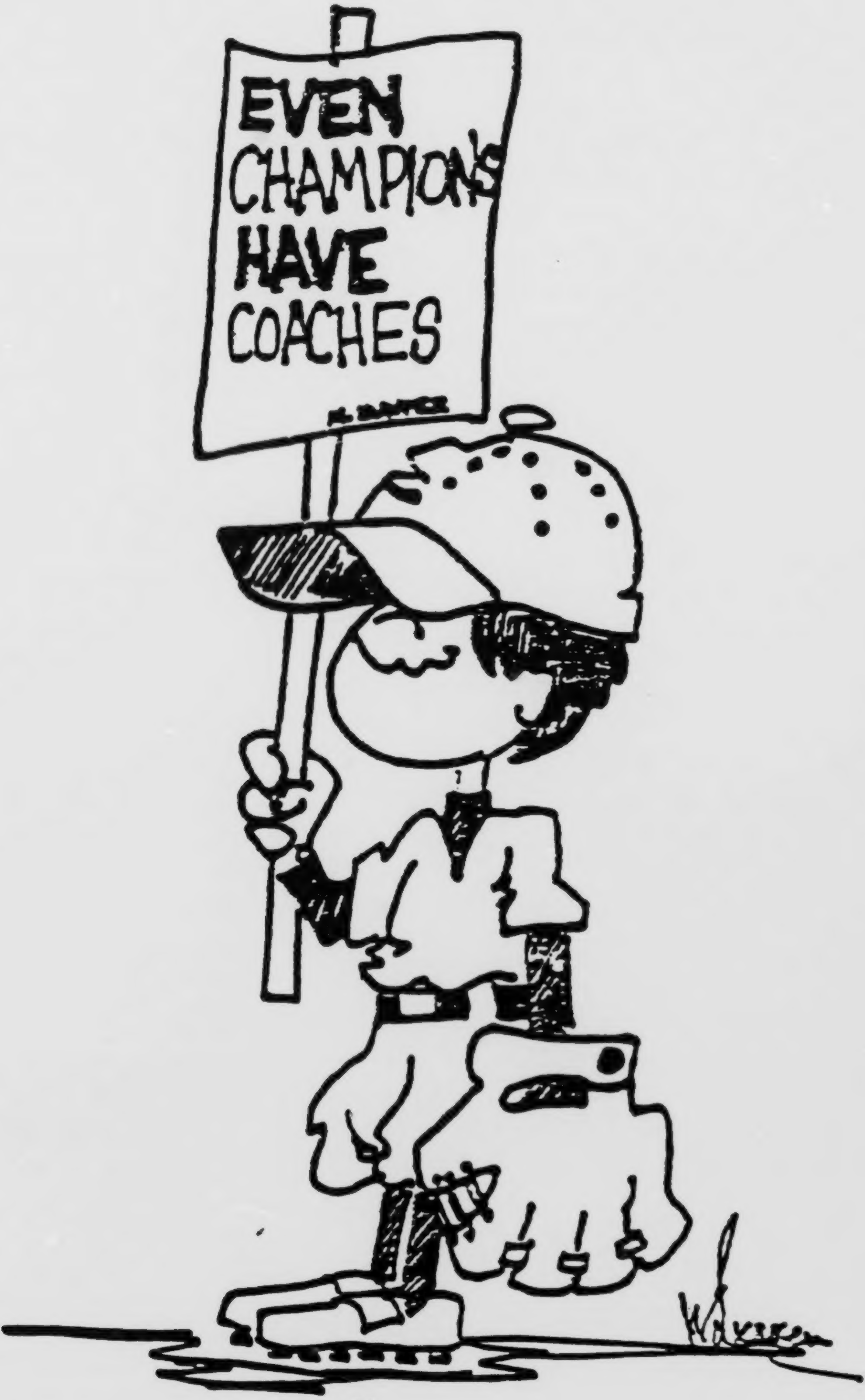
OFFER PERSONAL GROWTH AND SATISFACTION

PROVIDE AN INCENTIVE FOR CHANGE

BREAK ROUTINE AND ISOLATION

INCREASE MOTIVATION IN A
DIFFICULT JOB

"NUDGE" NEW BEHAVIORS ONTO
OUR AGENDAS


EVEN
CHAMPION'S
HAVE
COACHES

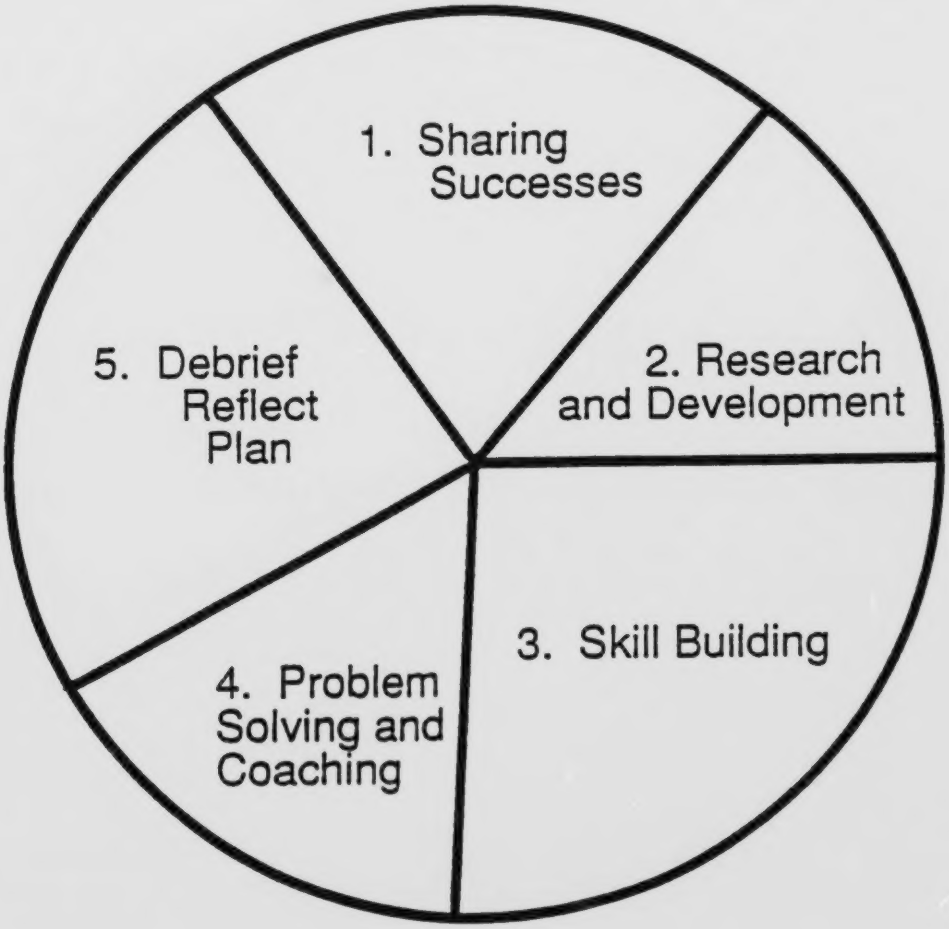
Peer Coaching Systems Include...

- Collaborative Problem Solving
- Peer Observation and Feedback (Coaching)
- Informal Contact
- A Common Language and Purpose

Peer Coaching Is

- — a positive growth process
- — between equals
- — based on observation, analysis and feedback
- — focused on supporting mastery of skills

Collaborative Problem Solving



1. Sharing Successes

2. Research and Development

3. Skill Building

4. Problem Solving and Coaching

5. Debrief Reflect Plan

Peer Coaching Requires

- Trust
- Active Listening
- Balance
- "Think Time"
- Honesty and Openness

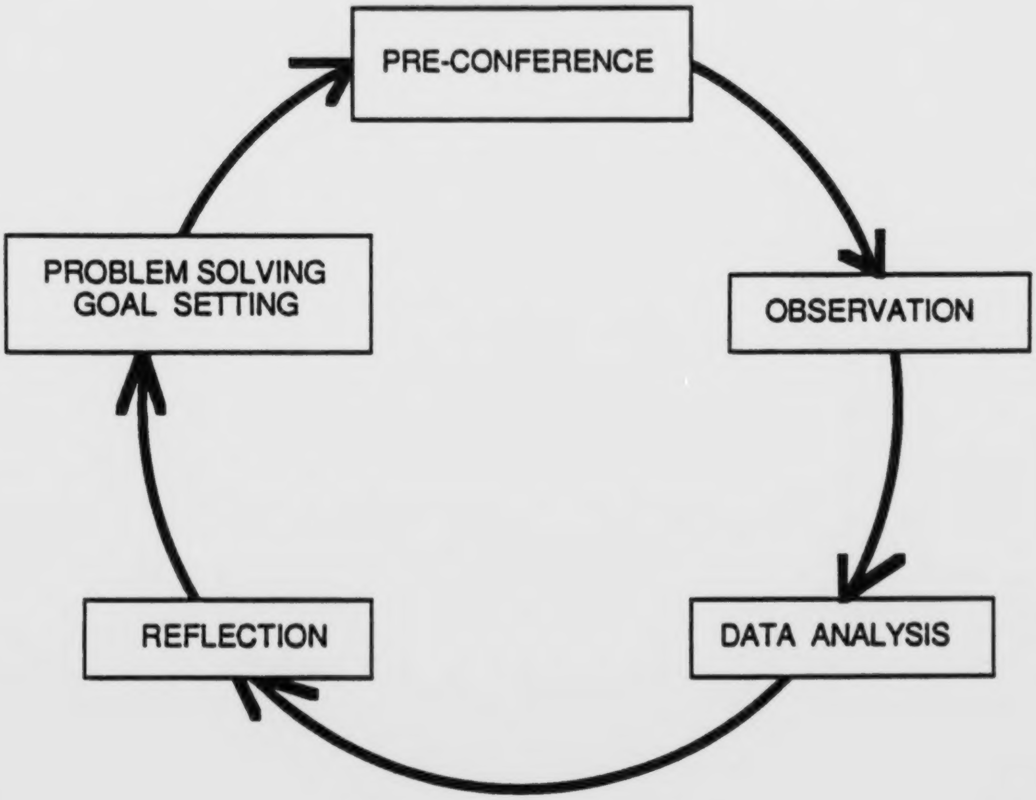
Growth of the Process

High
- Analyzing and feedback for growth (shared expertise)

- Sharing strategies and problem solving (colleagiality)

Low
- Positive, technical feedback (mirroring)

COACHING CYCLE



PRE-CONFERENCE

OBSERVATION

DATA ANALYSIS

REFLECTION

PROBLEM SOLVING
GOAL SETTING

Margarita Calderón, Ph. D.

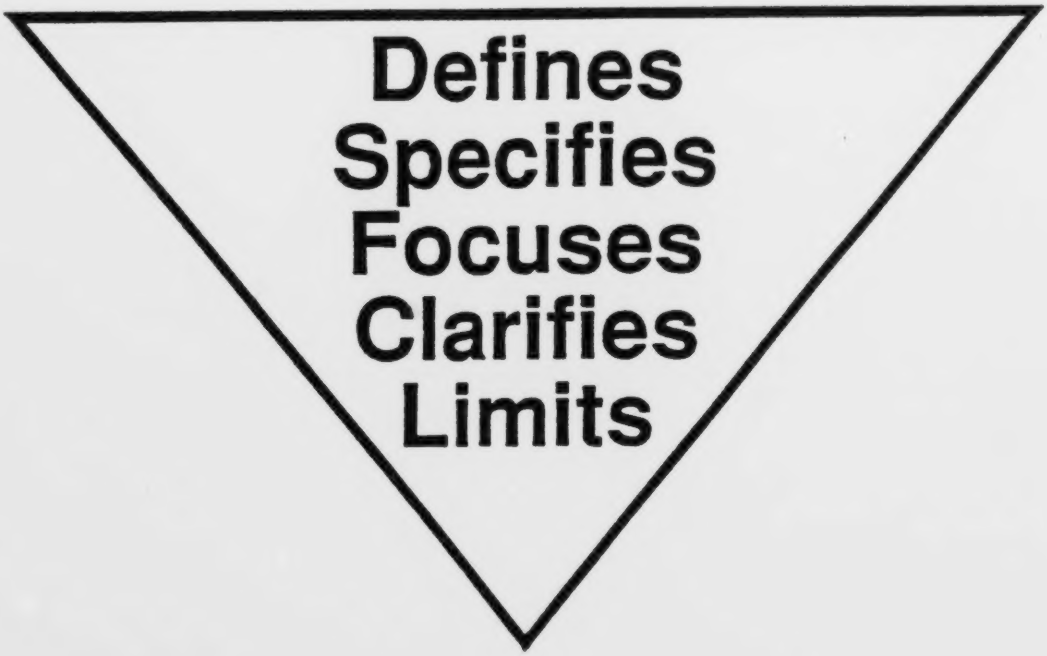
Step 1: Forming Teams and Building Trust

Step 2: Pre - Conference

Step 3: Observation and Data Collection

Step 4: Post - Conference

Pre - Conference
Narrowing the Scope



Defines
Specifies
Focuses
Clarifies
Limits

PEER COACHING CYCLE

I. PRE-CONFERENCE Teacher and coach will jointly:

- establish purposes of the lesson
- describe the teacher behaviors/interactions desired
- describe the student behaviors/interactions desired
- describe sequence of lesson
- describe concerns
- identify focus of observation
- describe the role of the observer
- set up logistics for coaching - when?, where?, how long?, type of data to be collected?

II. OBSERVATION Coach will:

- observe and document behaviors/interaction patterns

III. DATA ANALYSIS Coach will:

- analyze student and teacher behaviors
- compare behaviors/interactions performed with behaviors/interactions planned
- make inferences
- identify/label areas to be discussed
- decide on opening/debriefing/closing statements
- draft goal/objective for growth

IV. REFLECTION Coach will:

- conduct a reflective interview with the teacher
- describe behaviors observed

V. PROBLEM SOLVING/GOAL SETTING Teacher and Coach will:

- review what was to be observed
- discuss data
- express feelings
- analyze why the behavior/interactions were/were not performed (problem solving)
- discuss and determine goal/objective for growth
- set up logistics for next observation
- close session on a positive note.

Margarita Calderón, Ph. D. YISD/'90

NEGATIVE COMMUNICATION FOR THE PRE - CONFERENCE

- **Changing the subject**

  Using questions to give yourself the chance to talk

- **Explaining the other's behavior**

  The great "interpreter" offering advice as to why the teacher is as s/he is

- **Giving commands, orders**

  the "shoulds"

- **Leveling expectations**

  Laying your expectations on the teacher
  "I know you can do it"

- **Denying other's feelings**

  "You shouldn't feel that way"
  "There's no reason to be upset"

- **Giving directions**

  Don't look for multiple alternatives
  "You should . . . . ."
  Just do as I say"

Margarita Calderón, Ph. D. - YISD/'90

POSITIVE COMMUNICATION FOR THE PRE - CONFERENCE

- **Asking clarifying questions**

  Behavioral understanding:
  "What do you mean . . .?

- **Paraphrasing**

  Validating that what you hear is what s/he means to say

- **Perception checking**

  Affective perception checking
  "This seems to bother you."
  "You seem upset."

- **Offering information**

  "I hear you mention only x, y, z. . ."

- **Active attentive listening**

  Paralinguistic cueing:
  Body language, gestures, eye contact, genuine concern, caring, taking it seriously.

Margarita Calderón, Ph. D. - YISD/'90

POSITIVE - NEGATIVE COMMUNICATION STRATEGIES

Below are listed some "coaching" statements. In your groups rate them as to whether they are POSITIVE or NEGATIVE

(+) POSITIVE (-) NEGATIVE

1. "What do you mean . . ?
2. "You are absolutely right!"
3. "I think I can explain why you're feeling this way . . "
4. This seems to bother you, you seem upset when mention x, y, z."
5. "I hear you mentions only x, y, z."
6. "Do I hear you saying . .?
7. "You shouldn't feel that way."
8. I just know you can do it!"
9. "There is no reason to feel upset."
10. "Let me tell you how I solved this problem for me."

Margarita Calderón, Ph. D. - YISD/'90

I. PRE-CONFERENCE

A Simulation Activity

1. Number off in your groups (1-2-3-4)
2. Select a situation:

3. Assign roles:

#1.	Coach -	needs to get more precise information and set up the logistics for the observation
#2.	Teacher -	plays the part of the teacher to be observed
#3 and 4.	Observers -	keep record of freeing responses and interaction of coach and teacher

Round 1 (5 minutes)

4. Debriefing questions for this activity:

Teachers,	"How did it feel to be coached?"
Coaches,	"How did it feel to coach?"
Observers,	"What communication strategies did you observe?"

In General, "What are the implications for us?"
"What did we learn here?"

Switch roles and role play again until everyone in the team has had an opportunity to play all roles

Margarita Calderón, Ph. D. - YISD/'90

The Teacher Should:

Stick to the Agreement

Practice the Skills to be Observed

Participate Fully in the Post Conference

Ask Questions

Accept Feedback

The Coach Should:

- Meet the Agreement
- Stick to the Agreement
- Participate Fully in the Post Conference
- Support the Receiver's Recall with:
  - Positive, Reflective Feedback
  - Open-Ended Questions
  - Active Listening

Observation

1.) Collect the data using
- tally
- check list
- interaction analysis
- scripting

2.) Organize the data

OBSERVATION/COACHING LOGS

- A strategy for creating a record of someone's work through observation and note-taking
- Results in a non-evaluative description (behavioral account) of the observed person's activities
- Observation/Coaching logs are the basis of a reflective interview that completes the picture of someone's work

OBSERVATION LOGS

1. Record observable events without making inferences or judgements
2. Summarize conversations, noting key words and phrases
3. Describe physical settings and the nonverbal features of interaction
4. Include people's names
5. Go back through your notes at the completion of the observation to fill in any missing information

Margarita Calderón, Ph. D. - YISD/'90

Post - Conference
Broadening the Scope

Recall
Compare
Share Data
Infer
Analyze
Project

You can teach a person nothing.

You can only help them discover it within themselves.

Galileo

FEEDBACK

Descriptive	NOT	Evaluative
Specific	NOT	General
Constructive	NOT	Threatening
Alterable	NOT	Unalterable
Solicited	NOT	Imposed
Precise Communication	NOT	Meta-Communication
Well-timed	NOT	Poorly timed

Suggestions need to be bound in observation - followed with reflection

Margarita Calderón, Ph. D. - YISD/'90

FOR THE FIRST FEW TRIALS WITH FEEDBACK, THE COACH CAN SAY:

WHAT DID YOU THINK ABOUT THE LESSON?

HERE IS THE DATA I COLLECTED

WOULD YOU MAKE ANY CHANGES IF YOU WERE GOING TO TEACH THIS AGAIN?

DO YOU HAVE ANY QUESTIONS YOU WANT TO ASK ME?

Margarita Calderón, Ph. D. - YISD/'90

Positive Reflective Feedback

- Focus on behavior not the person.
- Focus on description not judgments.
- Focus on sharing information not giving advice.
- Focus on exploring information not giving answers.

INTERVIEWING

- A strategy for gathering additional information
- Allows the interviewer to enlarge the picture begun by observing
- Opens a situation to explore meaning and significance
- Provides an opportunity for both persons to step back and reflect on situations
- Interviewing strategies and structure contribute to the achievement of intended outcomes

REFLECTIVE INTERVIEWING

The goal of Reflective Interviewing is to clarify and understand an educator's observed actions.

Your responsibility as an interviewer is to facilitate in exploring the meanings of those activities and events without judging or evaluating the situation.

Margarita Calderón, Ph. D. - YISD/'90

Feedback Guidelines:

- Begin with positive
- Be a mirror
- Focus on behavior rather than person
- Focus on description rather than judgement
- Focus on cause and effect
- Focus on sharing information rather than giving advice
- Focus on exploring alternative rather than giving answers
- Focus on amount of information the receiver can use rather that the amount you would like to give.

KEY POINTS
IN REFLECTIVE
INTERVIEWING

As you create and ask questions, keep the following in mind:

1. Start by asking about an observed behavior or event
2. Be prepared to ask follow-up questions
3. Use active listening skills
4. Stay in the interviewer role
5. At the completion of the interview, review your notes and fill in any missing information.

Margarita Calderón, Ph. D. - YISD/'90

BEFORE REFLECTIVE INTERVIEW PRACTICE

Individually, prepare a question for an interview

1. Choose an episode from your observation notes that you would like to explore

2. Complete these sentences stems

Yesterday I saw you . . . . . .

Tell me who
what
when
whether
how
about
why
if. . . .

Margarita Calderón, Ph. D. - YISD/'90

REFLECTIVE INTERVIEW PRACTICE

Form Dyads or Triads and Assign letters - A, B, and C.

A = Interviewer
B = Interviewee
C = Observer

Conduct a simulated Reflective Interview:

A interviews B
  Yesterday I saw you . . . .
  Tell me . . . .

B responds

A follows up, using clues from B and the log as a guide

C observes the interview and notes key features of the interactions using feedback guidelines

Margarita Calderón, Ph. D. - YISD/90

AFTER REFLECTIVE INTERVIEW PRACTICE

Report out your thoughts and reactions:

A = Interviewers

Comment on what you gained from having
an opportunity to ask questions about what was observed

B = Interviewees

Comment on what you gained as a result of being able to
talk about what was observed

C = Observers

Comment on what you saw or did not see

Margarita Calderón, Ph. D. - YISD/'90

COACHING LOGISTICS

ROLES

COACH	TEACHER
1. PRE-CONFERENCE • Clarify Focus of Observation	1. PRE-CONFERENCE • Help Coach Identify Focus of Observation
2. OBSERVATION • Focus on Assignment and Joint Concensus • Collect Objective Data	2. TEACH ASSIGNMENT
3. ANALYSIS • Analyze Data and Summarize • Select Two Items for Feedback	3. REFLECT ON OWN TEACHING
4. FEEDBACK/COACHING • Establish Low-Anxiety Climate • Give Feedback • Reach Consensus on Goal for Improvement	4. HELP COACH DETERMINE FUTURE GOAL FOR IMPROVEMENT
5. WRITE REFLECTIVE JOURNAL ENTRY • Your Feelings of this Experience	5. WRITE REFLECTIVE JOURNAL ENTRY • Your Feelings of this Experience
6. TURN IN COACHING LOG AND JOURNAL ENTRY	6. TURN IN LESSON PLAN, SAMPLE KID PRODUCT, AND JOURNAL ENTRY

Margarita Calderón, Ph. D. - YISD/'90

TOGETHER
IS
BETTER

TEACHER
SUPPORT
SYSTEMS

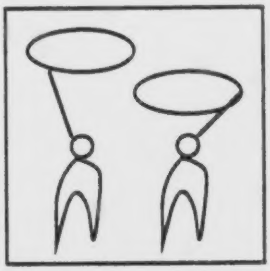
INTERACTIVE JOURNALS

PURPOSE: For STs and MCTs to interact on an informal basis at the school.

The Journal is usually kept in the MCT classroom. Both teachers make entries as often as they like.

EXAMPLES FROM LAST YEAR'S JOURNAL ENTRIES:

- A picture that says a thousand words --
  - -- a heart; a smiling face; hands holding; figures hugging; a beautiful peaceful island or scenic view.
- Questions and answers about teaching events; instruction in general
- Helping requests
- Offering suggestions, offering help.
- Personal or home incidents, events, problems; successes
- Highlights of the day
- Plans for joint activities
- Cartooning - - let cartoons tell your story, feelings, etc.
- Reminders of upcoming events
- Praising and encouraging one another



Margarita Calderón, Ph. D. - YISD/'90

RESPONSIBILITIES
of
CAMPUS ADMINISTRATORS

1. Provide release time for support teachers and Minority/Critical Shortage Teachers for monthly observations

2. Maintain communications with project teachers

3. Provide support, encouragement, and praising for their efforts

Margarita Calderón, Ph. D. - YISD/'90

RESPONSIBILITIES
of
SUPPORT TEACHERS

1. Attend regularly scheduled project meetings
2. Conduct 30 min. observations of MCTs once a month
3. Demonstrate a 30 min. lesson to MCT once a month
4. Maintain coaching logs of all observations
5. Respond to MCTs weekly interactive journal
6. Conduct weekly sharing meetings with MCT
7. Maintain communication with campus principal

Margarita Calderón, Ph. D. - YISD/'90

252

RESPONSIBILITIES of MINORITY/CRITICAL SHORTAGE AREA TEACHERS

1. Attend scheduled project meetings
2. Present a 30 minute lesson once a month to support teacher
3. Observe support teacher for a 30 min. lesson once a month
4. Maintain coaching logs
5. Maintain an interactive journal with the support teacher at least once a week
6. Attend weekly sharing meetings with support teacher
7. Maintain communication with campus principal

Margarita Calderón, Ph. D. - YISD/'90

USES OF COACHING FOR PRINCIPALS

Principals can use coaching techniques for:

1. Helping teachers learn a new strategy
2. Implementing challenges in Campus Action Plan
3. Modeling coaching strategies they included in Campus Action Plan
4. Helping a new teacher
5. Using as a follow-up to a post-conference (or for a pre-conference)
6. Helping to meet his/her own personal and professional development goals

Margarita Calderón, Ph. D. - YISD/'90

SUPPORT TEACHERS CAN HELP BEGINNING TEACHERS AS FOLLOWS:

1. Answering questions about clerical work related to district/system policies and procedures
2. Becoming familiar with subject matter
3. Classroom organization
4. Dealing with students' individual differences
5. Establishing realistic expectations for student work and behavior
6. Grading and evaluation of student progress
7. How to conduct parent conferences
8. Locating materials
9. Motivating students
10. Planning lessons (materials, what to teach, how to teach it)
11. Relationships with other teachers
12. Someone to talk to/listen to
13. Student control/discipline
14. Time management (personal/professional)
15. INtegrating new teaching strategies into their active teaching repertoire.

Margarita Calderón, Ph. D. - YISD/'90

TOPICS FOR WEEKLY MEETINGS,
DISCUSSIONS, or JOURNAL ENTRIES

1. Organizing your room and materials for the beginning of school
2. Developing a workable set of rules and procedures
3. Student accountability
4. Consequences
5. Planning activities on a weekly basis
6. Maintaining your management system
7. Instructional clarity
8. Organizing instruction
9. Adjusting instruction for special groups
10. Description of the district's curriculum manuals
11. Room arrangement
12. Rules and Procedures
13. The social ecology of the school
14. Cooperative learning do's and don'ts
15. Essential elements of good Instruction

Margarita Calderón, Ph. D. - YISD/'90

GUIDELINES FOR MENTORING/COACHING TOPICS

The following is a list of nine coaching topics and the focusing questions related to each.

1. Classroom Management. Does the first-year teacher have problems getting classes started promptly, keeping students on task, giving suitable rewards (and penalties), maintaining an atmosphere for work, establishing routines, keeping class time moving smoothly, etc.? Is she/he in control of student conduct?

2. Organization of Instruction. Does the first-year teacher present material clearly, in an organized and systematic fashion, with appropriate examples and instructional materials, giving attention to all or most of the students in the classroom? Is there a balance among instructional strategies? Are interests of students taken into account during instruction? Does the teacher provide ongoing feedback to students? Are transitions smooth and rapid?

3. Time Management. Is there enough time to accomplish everything planned for the class period? Are paperwork and administrative detail handled efficiently? Does she/he spend time in the evenings and on weekends keeping up paperwork? Does the first-year teacher appear to be physically (and emotionally) drained or tired? Has she/he thought through plans for getting the work done effectively?

4. Curriculum Planning. Is the first-year teacher prepared for the day's instruction? Are materials ready and available? Is there attention given to planning for relatively long periods of time (as opposed to single lesson planning)? Does she/he talk about planning and using the plans in an orderly and systematic way? Is the planning realistic in terms of curriculum requirements and student abilities?

Margarita Calderón, Ph. D. - YISD/'90

GUIDELINES FOR MENTORING/COACHING TOPICS - page 2

5. Curriculum Knowledge. Does the first-year teacher have a firm grasp of the knowledge required for the subject area? If there are gaps in the knowledge, does she/he recognize and know how to fill them?

6. Working with Colleagues. Is the first-year teacher comfortable around her/his colleagues? Is she/he developing professional (as well as social) relationships with other teachers, administrators, and support staff? Is she/he included in formal and informal groups in the building? Does the first-year teacher use the school district's human resources in dealing with teaching issues?

7. Instructional Materials. Does the first-year teacher know where (and how) to obtain the best available materials for instruction? Have other teachers shared materials with her or him? Does the first-year teacher indicate a sense of what instructional materials are most appropriate for students, the curriculum, and his her instructional style?

8. Relationships with Parents. Is the first-year teacher "comfortable" with parents? Does she/he appear to have the support of parents? Has she/he been helped to understand the school's "protocol" in terms of parent conferences, informal contacts, and so forth? How does he/she communicate with non-English speaking parents?

9. Evaluation, grading, Reporting. Does the first-year teacher know the standard applied to student grades? Does she/he understand the relation between grading and evaluation? Is she/he clear about the procedures used to arrive at grades? Is the first-year teacher aware of the subject/grade level expectations about grades? Is the first-year teacher able to interpret grades to students and parents?

Margarita Calderón, Ph. D. - YISD/'90

COACHING

- is feedback not Evaluation
- is staff development participants working with other participants
- is focused on only a few items at a time
- is peer problem solving
- is support and group companionship
- is curriculum adaptation and development
- is analysis of application
- is feedback on student performance
- is methodology adaptation
- is motivational
- is technical feedback
- is confidence building
- is systematic Practice, Practice, Practice
- is effective communication
- is personal facilitation
- is what ensures transfer of training

Margarita Calderón, Ph. D. - YISD/'90

ROLES AND FUNCTIONS OF EXCELLENT TEACHERS

1. Demonstration of excellence in classroom teaching
2. In-service instruction (individual, school district-wide)
3. Curriculum development (school building level, district-wide)
4. Development of new teaching techniques and methodologies
5. Active disseminator of excellence in teaching
6. Participate in applied and action research
7. Function as teacher role models for teachers
8. Function as teacher role models for administrators
9. Provide instructional leadership in assigned school(s)
10. Provide feedback on effective (as well as ineffective) programs
11. Participate in "think-tank" activities on a building level; system level
12. Function in a Master Teacher team to solve instructional problems in individual settings (e.g., classroom, school) - would work with regular teachers in a joint effort in problem solving
13. Translate theory and research into practice (work closely with University)
14. Work closely with school building principal(s), teachers have district-wide and building level obligations

Margarita Calderón, Ph. D. - YISD/'90

Coaching Flourishes With:

Equality — We both get better together.

Sharing — We both are learner, teacher.

Guidelines — Open, honest, positive.

Strategies — Data collection and feedback

TEACHER IS IN CONTROL

HELPING BEHAVIORS AND THE DISCOURSE OF HELPING

"HELPING ONE ANOTHER"

RESEARCH HAS SHOWN . . .

- YOU'LL LEARN MORE AND DO BETTER IF YOU HELP YOUR CLASSMATES

- YOU'LL LEARN MORE IF . . . .
  YOU ASK FOR HELP WHEN YOU NEED IT AND IF YOU GET AN EXPLANATION WITH THE HELP

- YOU NEED TO PRACTICE GOOD WAYS TO ASK FOR HELP AND GOOD WAYS TO GIVE HELP - WORKING TOGETHER MAKES THIS POSSIBLE

Margarita Calderón, Ph. D. - YISD/'90

HELPING BEHAVIORS AND THE DISCOURSE OF HELPING

WHEN YOU GIVE HELP . . .

1. notice when other student's need help (look around in your group to see if anyone might need help and maintain a humble and positive attitude)
2. tell other students to ask you if they need help ("If you need help, ask me.")
3. when someone asks for help, help him/her (Sure I'll help you . . what help do you need?")
4. be a good listener (let him/her explain what kind of help he/she needs)
5. DON'T GIVE THE ANSWER - GIVE EXPLANATIONS
6. watch while the person you're helping does a problem by him/herself
7. give specific feedback on how well he/she worked the problem (you've got it up to here . . . now, in this part, you need to . . . ")
8. ask him/her to do another problem and watch how he/she works the problem (don't just look for the right answer)
9. praise and encourage: tell him/her what a good job he's/she's doing (Good job!" "Nice work!" "You've got it!")
10. check to make sure he/she understands ("Tell me once again how you work the problem . . . ")

Margarita Calderón, Ph. D. - YISD/'90

WHEN YOU DON'T "GET IT" . . .

1. recognize you need help
   "I don't get it, I need help"

2. decide to get help from another student
   "I'm going to ask someone for help"

3. choose someone to help you
   "Let's see . . I think _______ could help me"

4. ASK FOR HELP
   Could you please help me with this problem?"

5. ask clear and precise questions
   (tell the helper exactly where and what kind of help you need)
   "I understand what to do up to here . . . I don't get it here . . . "

6. KEEP ASKING until you "get it"!
   "Please help me some more . . . I still don't get it"

Margarita Calderón, Ph. D. - YISD/'90

SECTION IV. - ADULT DEVELOPMENT

TABLE OF CONTENTS

	Page
Landscapes, Mindscapes, and Reflective Practice	IV-1
Collegial Consultation	IV-5
Facts About Adult Learning	IV-9
Maslow's Hierarchy of Needs	IV-10
Myers Briggs Personality Types	IV-11
Levels of Commitment	IV-13
Paradigms of Teacher Categories	IV-15
Historic Perspective of Supervision	IV-23

LANDSCAPES, MINDSCAPES, AND REFLECTIVE PRACTICE IN SUPERVISION*

Thomas J. Sergiovanni
Trinity University
(Excerpt)

It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of light, it was the season of Darkness, it was the spring of hope, it was the winter of despair, we had everything before us, we had nothing before us, we were all going direct to Heaven, we were all going direct the other way--in short, the period was so far like the present period, that some of its noisiest authorities insisted on its being received, for good or for evil, in the superlative degree of comparison only.

-Charles Dickens

What is the present landscape in supervision and teaching really like? To what extent do the theories of scholars and prescriptions of practicing supervisors reflect this landscape? How congruent are mindscapes of supervision and teaching with the actual world of teaching practice?

Recently several practicing school supervisors were asked by the editor of their state Association for Supervision and Curriculum Development journal to comment on problems they encountered in practice and their attempts to resolve these problems. The supervisors spoke of supervision as being a "proforma task," an obstacle to improvement, as being formal and artificial, detached and impersonal, and too hierarchical. They complained that teachers don't think rationally enough, don't plan, are not responsive to criticism, and are unable to see reality. But when proposing solutions to these problems, the supervisors stayed "close to home" by relying on familiar prescriptions for practice and widely accepted theoretical frames of reference. Essentially, they emphasized doing better that which they had been doing; trying harder to apply the same supervisory rationales and techniques with which they were

---

*Sergiovanni, T.J. (1985). Landscapes, mindscapes, and reflective preactice in supervision. *Journal of Curriculum and Supervision, I,* 5-17.

familiar; and asserting more intensely the same basic assumptions, characteristics, and designs that presently exist for their supervisory practice.

The supervisors were correct, I believe, in identifying the shortcomings of present practice. They went astray, however, by relying on the same intellectual frames of reference in seeking to improve practice. Supervision will not improve VERY MUCH by doing better that which we are now doing. Basic knowledge perspectives will need to be changed before practices will change enough to make a difference, and this is the difficult reality that we face.

The crux of the problem is that the dominant mindscapes for supervision do not reflect the reality of supervisory practice. Mindscapes are implicit mental frames through which supervisory reality and our place in this reality are envisioned. Mindscapes provide us with intellectual and psychological images of the real world and the boundaries and parameters of rationality that help us to make sense of this world. In a very special way, mindscapes are intellectual security blankets on the one hand and road maps through an uncertain world on the other. As road maps they provide the rules, assumptions, images, and practice exemplars that define for us what supervision is and how it should unfold. Mindscapes program our thinking and belief structure as to what should be included in supervision, and thus they possess such features as ideology and dogmatism. They also provide us with frames for deciding what should not be included in our thinking and what practices should not be included. So complete is the programming of a mindscape that its assumptions and practices are automatically accepted and articulated. Mindscapes are not thought about very much, for they are assumed to be true. Thus, when a supervisory mindscape does not fit the world of practice, the problem is assumed to be in that world. Rarely is the world accepted for what it is and the prevailing mindscapes challenged or indeed abandoned in favor of others.

---

*Sergiovanni, T.J. (1985). Landscapes, mindscapes, and reflective preactice in supervision. *Journal of Curriculum and Supervision, I,* 5-17.

THEORETICAL AND PRACTICAL MINDSCAPES

In this article theoretical and practical perspectives are portrayed as competing supervisory mindscapes. The present supervisory landscape is a creation of the theoretical mindscape. Despite its dominance, the theoretical perspective does not fit the realities of professional practice in supervision. By contrast, the concept of "reflective practice" is proposed as a more practical mindscape-one better able to account for the realities of supervision and to inform professional practice.

At issue is how one should view supervisory inquiry and practice. How should problems be framed? And how should defective practice be defined? The theoretical perspective on supervision answers these questions quite differently than does the practical. The theoretical perspective seeks to establish a true rendering of what is. This perspective is measurement-oriented, and within it precision, reliability, and objectivity are presumed to be of most importance.

Let us take, for example, the process of evaluating teachers and teaching. When evaluating from within the theoretical perspective, the following questions are considered to be key: What exactly is going on in this classroom? How can I document this reality objectively and reliably? What is the worth of these findings against some standard? How can I link what the teacher does to these findings with objectivity and confidence? Is the teacher excellent, good, fair, or poor on given dimensions, and can I back up my assertions with concrete evidence? Despite its quest for truth, the theoretical perspective is able to reveal truth only within the limits of how its subject matter is conceived. Decisions as to how to evaluate teaching, for example, influence the outcome of the evaluation. These decisions include methods used to collect information and standards against which measurements will be compared.

A practical perspective in supervision and evaluation is dynamic and expansive. In contrast to a theoretical perspective, the practical is holistic and seeks to make sense of classroom events, to explain and understand what is going on. Its purpose is not to establish truth in a "traditional scientific" sense, but to be helpful and to encourage

---

*Sergiovanni, T.J. (1985). Landscapes, mindscapes, and reflective preactice in supervision. *Journal of Curriculum and Supervision, I*, 5-17.

meaningful change. Change occurs when events of the world make sense to people. Further, practical perspective is decision-oriented. As a result of supervision, something is intended to happen to teaching. Instead of seeking to establish truth in some abstract way, a practical perspective seeks to create doubt, raise issues, and discover reality in teaching. Unlike the emphasis on "brute" data, which dominates the theoretical perspective, "sense" data and sensible information are sought. Reality, within the practical perspective, is not something that exists separate from supervisor and teacher but is constructed and created by them. Thus, external measurement rods are not viewed as key elements of the evaluation process. Instead, external matters are important, and the evaluation is constructed from actual classroom events as perceived by students, supervisors, and teachers.

---

*Sergiovanni, T.J. (1985). Landscapes, mindscapes, and reflective preactice in supervision. *Journal of Curriculum and Supervision, I,* 5-17.

COLLEGIAL CONSULTATION PROJECT
DENTON ISD/UNIVERSITY OF NORTH TEXAS

GLOSSARY FOR CONFERENCING SKILLS*

1. **AUTONOMY -** For the purpose of this workshop, the goal of autonomy is defined as self-supervision or self-coaching. An autonomous teacher is one who habitually engages in critical self-reflection of his or her work, evaluating the decisions made during planning and teaching and self-prescribing changes as appropriate. It does not mean working alone, but instead emphasizes being self-actualized as a teacher.

2. **COGNITIVE COACHING -** Developed by Arthur Costa and Robert Garmston in the 1950's, cognitive coaching is a set of strategies designed to enhance the teacher's perceptions, decisions, and intellectual functions during the teaching cycle. This model is based on the belief that these inner thought processes are prerequisite to improving overt instructional behaviors inextricably related to instructional behavior and that improving teacher thought will result in improved teacher decisions and instructional behaviors.

3. **PRE-SUPPOSITION -** A term used to describe the tacit knowledge that a native speaker of a language has about the meaning of a message. For example, if someone said, "Even you could pass that class", native speakers of English would know that you are not a very good student and that the class is not difficult. Neither of these pieces of information is on the surface structure of the message. Rather, they are imbedded in the intonation and the underlying meaning of the sentence. Often presuppositions can be negative. These messages speak directly to the emotions and create resistance and hence a lack of trust.

*Contreras, G. (1989). *Teacher retention project. The University of North Texas: Advice from the wise: a collegial consultation model for experienced and beginning teachers.* Denton, TX: University of North Texas/Denton Independent School District. Center for Developmental Studies

4. **PRE-CONFERENCE -** A conference in which the support teacher withholds personal judgements and elicits from the beginning teacher the purposes of the lesson, how the beginning teacher measures success, and what the support teacher should observe.

5. **POST-CONFERENCE -** A conference in which the support teacher withholds personal judgements and facilitates the beginning teacher's recall, analysis, and evaluation of the teaching phases.

6. **RAPPORT -** Rapport is present when people are responsive to one another. People are said to have rapport when they see eye to eye, are in harmony, or feel comfortable with each other. The term rapport is used to describe a subjective experience that is behaviorally observable. To develop rapport the support teacher should employ paraphrasing of content, matching voice and tone rate, and matching similar posture and gestures of the beginning teacher. Care should be taken so that these techniques appear normal and not contrived or exaggerated.

*Contreras, G. (1989). *Teacher retention project. The University of North Texas: Advice from the wise: a collegial consultation model for experienced and beginning teachers.* Denton, TX: University of North Texas/Denton Independent School District. Center for Developmental Studies

COLLEGIAL CONSULTATION MODEL FOR FIRST YEAR TEACHERS*

CONFERENCING
OBSERVATION
AND
SELF-ASSESSMENT SKILLS

PHASE I	**CONFERENCING SKILLS**
	Trust Building Skills Questioning Skills Responding Skills Empowering Skills
PHASE II	**OBSERVATION SKILLS**
	Pre-Conference Classroom Observation Post-Conference
PHASE III	**SELF-ASSESSMENT SKILLS**
	Planning Teaching Reflecting and Analyzing Applying

---

*Contreras, G. (1989). *Teacher retention project. The University of North Texas: Advice from the wise: a collegial consultation model for experienced and beginning teachers.* Denton, TX: University of North Texas/Denton Independent School District. Center for Developmental Studies.

Instructions: Adult Learning*

1. Remind support teachers of what they intuitively know: Adults do not learn in the same ways that children learn.

2. Ask for definitions of pedagogy and andragogy. Review the definitions and information about adults as learners, "Facts About Adult Learning."

3. Elaborate on the adult learning fact sheet.

   - These facts about adult learning have significant implications for support teachers.

   - Adults define themselves in terms of their experiences. Children perceive experience as something that happens *to them.* Adults *are* their experiences.

   - Consider, therefore, the experiences of your new teacher. Remember, your beginning teacher cannot be told *what to do*, but your new teacher can be told *how it can be done.*

---

*Selinger, S. (1989). Orientation workshop for support teachers: a presenter's manual. Houston, TX: Houston Independent School District.

FACTS ABOUT ADULT LEARNING*

Pedagogy is the art, science, or profession of teaching children.

Andragogy is the art, science, or profession of teaching adults.

Adults are people who:

- are insecure about new learning situations
- are resistant to change
- are afraid of falling behind in knowledge in a fast-paced world
- do not want to make mistakes
- will learn something new if they can see it will save them time or make their jobs easier
- can learn something new if they believe they can change
- have specific learning objectives in mind and see you as the means to get there
- are short on enough time to get everything done
- are serious about new learning situations and do not take them lightly
- need to be involved in evaluating their own progress to reaching selected goals

---

*Selinger, S. (1989). Orientation workshop for support teachers: a presenter's manual. Houston, TX: Houston Independent School District.

ABRAHAM MASLOW'S HIERARCHY OF NEED*
SELF ACTUALIZATION

TRUTH
GOODNESS
BEAUTY
ALIVENESS
INDIVIDUALITY
PERFECTION
NECESSITY
COMPLETION
JUSTICE
ORDER SIMPLICITY
RICHNESS
PLAYFULNESS
EFFORTLESSNESS
SELF SUFICIENCY
MEANINGFULLNESS

SELF ESTEEM
ESTEEM BY OTHERS

LOVE AND BELONGINGNESS

SAFETY AND SECURITY

PHYSIOLOGICAL
AIR, WATER, FOOD, SHELTER,SLEEP, SEX

THE EXTERNAL ENVIRONMENT
PRECONDITIONS FOR NEED SATISFACTION
FREEDOM, JUSTICE, ORDERLINESS
CHALLENGE (STIMULATION)

GROWTH NEEDS*
(Being Values)
(Metaneeds)
BASIC NEEDS
(Deficiency needs)

*Growth needs are all of equal importance (not hierarchical)

*Maslow, A. H. (1954). *Motivation and personality*. New York: Harper and Row.

MYERS BRIGGS TYPE INDICATOR[*]

Personality Types

Judging	Many people live in a planned, decided, orderly way. They prefer to regulate life and control it.
Perceptive	Other people live rather spontaneously, in an unplanned way. They like to leave things open for possible alternatives in order to adapt to changing situations.

(J) Judging________________________________Perceptive (P)

Place an X at a point that represents your opinion of your balance between judging and perceptive characteristics.

Thinking	Some people prefer to make judgements by analyzing and weighing the facts. They like putting things into logical order and they tend to decide things on an impersonal basis.
Feeling	Other people tend to sympathize more with personal values, and they are aware of other people's feelings. They "feel" that human likes and dislikes are more important than logic.

(T) Thinking________________________________Feeling (F)

Place an X at a point that represents the balance between your thinking and feeling.

---

[*] Myers-Briggs Type Indicator copyright by Consulting Psychologists Press, Inc., 1943, 1944, 1957 by Katherine C. Briggs and Isabel Briggs Myers; copyright 1962, 1976, 1977 by Isabel Briggs Myers.

Sensing	Many people perceive through their five senses: seeing, hearing, touching, tasting, smelling. These people tend to like established routines and generally they are realistic, practical, observant, and good at remembering and working with facts.
Intuitive	Other types of people tend to be impatient with routines and they like to seek out new problems to solve. They are apt to be more concerned with imagination and possibilities that occur intuitively than they are with the here and now, and they like to follow their inspiration.

(S) Sensing______________________________________Intuitive (I)

Place an X at the point that represents the degree of your sensing or intuitive preference.

*Myers-Briggs Type Indicator copyright by Consulting Psychologists Press, Inc., 1943, 1944, 1957 by Katherine C. Briggs and Isabel Briggs Myers; copyright 1962, 1976, 1977 by Isabel Briggs Myers.

Levels of Commitment·
(Motivation)

Low		High
Egocentric Motivation to Teaching	**Group Motivation to Teaching**	**Altruistic Motivation to Teaching**
Concern of how principals perceive them		Concerned for individual students
Concern of how peers see them		Concerned for other teachers
Concern with maintaining control of classroom		Concerned for other classrooms
Focus on personal gain/not student gain		Concerned for the school as a whole
Primary concern of keeping one's job		Concerned with the teaching profession
·Little Time or Energy Expended ·Little Concern for students		Extra time and energy expended

·Glickman, C. D. (1990). *Supervision of instruction: a developmental approach.* Needham Heights, MA: Allyn and Bacon.
·Reprinted in Laredo State University Mentor Manual.

Levels of Abstract Thinking*

Low	Moderate	High
Confused about the problem	Can define the problem	Can think of the problem from many perspectives
Does not know what can be done	Can think of several possible solutions	Can generate many alternative plans
Will ask to be shown	Has trouble thinking through a comprehensive plan of implementation which addresses the problem	Can evaluate alternative plans and then select and implement each step of the plan most likely to succeed

---

*Glickman, C. D. (1990). *Supervision of instruction: a developmental approach.* Needham Heights, MA: Allyn and Bacon.
*Reprinted in Laredo State University Mentor Manual.

PARADIGM OF TEACHER CATEGORIES*

QUADRANT I - TEACHER DROPOUTS

1. Low level of commitment, low abstraction
2. Referred to as a teacher dropout
3. Does just minimum to keep job
4. Has little motivation for improving competencies
5. Cannot think about changes that could be made
6. Satisfied with routine day by day
7. Sees no reason for improvement
8. Causes of difficulties blamed on others
9. In his/her view---students and administration need the help, not him/her
10. Comes to work exactly on time, first to leave

---

*Laredo State University (1990, February). Mentor manual composed of materials from teacher training projects, Laredo State University, Laredo, TX.

PARADIGM OF TEACHER CATEGORIES*

QUADRANT II - UNFOCUSED WORKERS

1. High level commitment, low abstraction.
2. Enthusiastic, energetic, full of good intentions.
3. Desires to become better teacher and make class more relevant and exciting to students.
4. Works hard, leaves school with loads of work in arms.
5. Lacks ability to think problems through.
6. Classified as an unfocused worker.
7. Is involved in many projects and activities but becomes easily discouraged and confused.
8. Rarely completes one instructional improvement effort before starting another.

---

*Laredo State University (1990, February). Mentor manual composed of materials from teacher training projects, Laredo State University, Laredo, TX.

PARADIGM OF TEACHER CATEGORIES*

QUADRANT III - ANALYTICAL OBSERVERS

1. Low level of commitment, high abstraction.
2. Intelligent, highly verbal.
3. Full of good ideas in his/her classroom, in other classes, and in school as a whole.
4. Can discuss issues clearly and think through steps for implementation.
5. Labeled analytical observer in that his/her ideas do not often result in action.
6. Knows what is to be done but is not willing to commit time and effort to carry out.

---

*Laredo State University (1990, February). Mentor manual composed of materials from teacher training projects, Laredo State University, Laredo, TX.

PARADIGM OF TEACHER CATEGORIES*

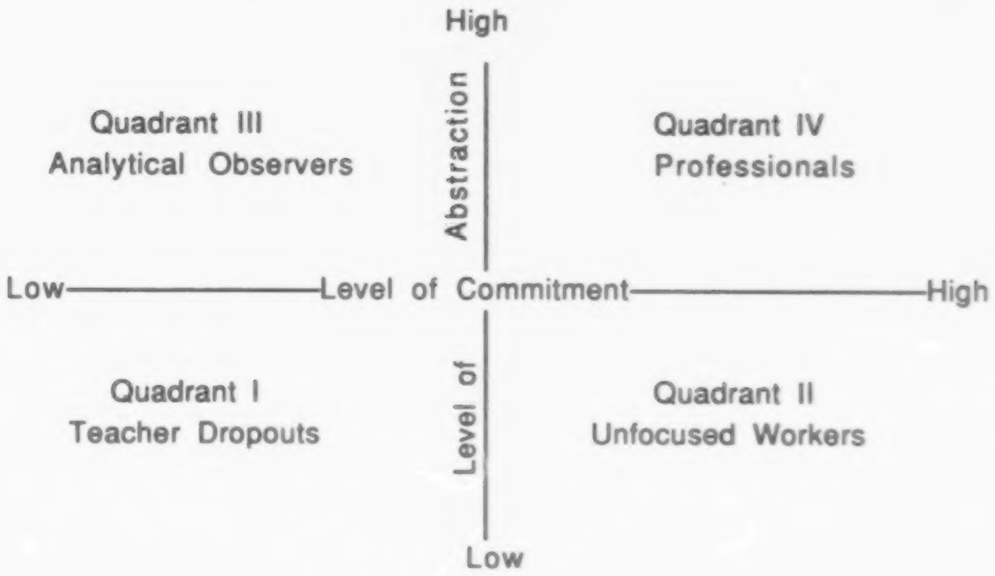
QUADRANT IV - PROFESSIONALS

1. High in both commitment and abstraction level
2. The true professional trying to improve self, students, and fellow teachers continuously
3. Can think about task at hand, consider alternatives, make a rational choice and develop and carry out a plan
4. Regarded by others as the informal leader
5. Becomes actively involved in seeing proposed plans to completion
6. A thinker and doer

---

*Laredo State University (1990, February). Mentor manual composed of materials from teacher training projects, Laredo State University, Laredo, TX.

Paradigm of Teacher Categories


High
Abstraction
Quadrant III
Analytical Observers
Quadrant IV
Professionals
Low
Level of Commitment
High
Level of
Quadrant I
Teacher Dropouts
Quadrant II
Unfocused Workers
Low

Level of Abstraction*

In summary, these studies suggest that high stage teachers tend to be adaptive in teaching style, flexible, and tolerant, and able to employ a wide range of teaching models... Effective teaching in almost any view is a complex form of human behavior...Teachers at higher, more complex stages of human development appear as more effective in classrooms than their peers at lower stages.

---

[*] Glickman, C. D. (1990). *Supervision of instruction: a developmental approach.* Needham Heights, MA: Allyn and Bacon.

Level of Abstraction*

The research evidence does suggest that teachers at higher conceptual levels may be able to assume multiple perspectives, utilize a wide variety of coping behaviors, employ a broad repertoire of teaching models, and consequently be most effective with students.

---

*Glickman, C. D. (1990). *Supervision of instruction: a developmental approach.* Needham Heights, MA: Allyn and Bacon.

DEVELOPMENTAL DIRECTIONALITY AT THE SUPERVISORY BEHAVIOR*

CONTROL	Teacher - low			
	Supervisory - high			
DIRECTIONALITY	Directive	Collaborative		Nondirective
TEACHER TYPE	Teacher dropout	Analytical Observer	Unfocused worker	Professional
TEACHER LEVEL	Low abstraction	High abstraction	Low abstraction	High abstraction
	Low commitment	Low commitment	High commitment	High commitment

THE CLINICAL SUPERVISION MODEL*

Supervision in Historic Perspective

Sister Dorothea Foley

Instructional supervision can be traced to the early American settlers who concerned themselves with establishment of schools. Mainly they emphasized the obligation of "keeping school." From 1742 until late in the eighteen hundreds this emphasis on school supervision is clear. The concern then was with removing weak teachers and inspecting schools for "conformity to standards prescribed by the committee of laymen." From the late eighteen hundreds to the 1930s supervisory focus was shifted from "keeping school" to "instructional programs." During this period professional educators replaced the lay committees. Principals were appointed as fulltime managers of the schools. It was their responsibility to inspect teachers in a fashion similar to the lay committees. With the development of the scientific movement in the early 1900s, testing and standards for teachers and students to achieve resulted. Efficiency became the key word in education circles. This movement toward efficiency also contained many attempts to control student and teacher behaviors. Scientific methodology was the predominant method used in the study of educational problems. By this time the need for education had become so great because of a large increase in the number of secondary schools, that in 1929 the department of Supervisors and Directors of Instruction was founded as a separate department of the National Education Association. In 1943 this department merged with the Society for Curriculum Study and Curriculum Development of the National Education Association. A concern for human relations and group cooperation in education became apparent in the 1930s and 1940s. "The concept of supervision as democratic, cooperative, and creative guided the practice" until the end of the late 1950s. "Three major areas of emphasis" became apparent: "Supervision as guidance, supervision as curriculum development, and supervision as group processes." The supervisor now became a helper rather than an inspector. In the 1960s further research was done to endeavor to develop a "conceptual framework for the basis of supervisory practices." Many supervisors during this period in time

---

*Foley, D. (1985). *The clinical supervision model.*

became change agents in their schools and communities. For example, Kenneth D. Benne, a young professor from the University of Illinois, argues that:

> Educational leaders must become change agents skilled in inducing, directing, and stabilizing those changes in persons, groups and organizations which intelligent development of educational situations today requires.

Efficiency of methods of instruction continued to predominate since World War II and most educational leaders since then have tended to accept the ends as given. Sensitivity training and group dynamics were accepted by government, business, education, and religious institutions. While intended to produce "democratic group process," this training toward group thought served better to confound individuality and to further bureaucratic group processes. However, these techniques proved successful in bringing about greater human productivity in many institutions. With the practice of such techniques the role of supervisors in determining goals faded.

In the 1970s the role of parents in making educational decisions for their children was gradually transferred to teachers. Productivity in the 1980s was again evaluated in efficiency. Emphasis reverted again to ends rather than means of achieving them.

A Clinical Approach to Supervision

In the late 1950s, Morris Cogan and a group of supervisors working in Harvard's Master of Arts Teaching program discovered a serious problem. The students in the MAT Program did not find the suggestions made by Cogan and his supervisory staff helpful. Cogan and his colleagues listened to the concerns of their students and encouraged their feedback. The basic problem seemed to be that the supervisors were offering solutions to problems they were concerned with, but not necessarily those problems encountered by the students. All efforts by students to change the conference style of supervisor talking and teacher listening had failed. Cogan and his colleagues initiated a serious study of their style of supervision. Much experimentation, groping, and fumbling resulted, but finally the clinical supervision approach was developed.

[*] Foley, D. (1985). *The clinical supervision model.*

Clinical supervision is based upon several propositions:

1. Teaching (performance and results) is a behavior. Teaching is composed of a teacher's actions and those of the students. These actions are observable singularly and in interaction.
2. Teaching behavior is assumed to be understood and controlled.
3. Instructional improvement can be achieved by changing or modifying certain behaviors.
4. The relationship between supervisor and supervisee can be mutual. Supervisors and teachers can work as colleagues.

The values associated with clinical supervision are as follows:

1. Respect for the autonomy of each individual.
2. Inquiry, analysis, examination, and evaluation, especially when initiated and regulated by the supervisee, are highly valued.
3. Human compassion, patience, a knowledge of its impact upon the lives of others, are especially valued.

Clinical supervision is a cyclic process composed of eight phases:

1. Establishing the teacher-supervisor relationship. During this first phase the supervisor:
    a. established a mutual relationship between himself and the teacher.
    b. enables the teacher to become familiar with the process of clinical supervision and to understand its sequence;
    c. begins to induct the teacher into his new role and functions in clinical supervision and to understand its sequence;
    d. generates a relaxed atmosphere.

---

*Foley, D. (1985). *The clinical supervision model.*

These operations are carried out well in advance of the supervisor's entry into the teacher's classroom.

2. Planning with the teacher: The teacher and supervisor plan the lessons together. They plan in terms of objectives for students and teacher. These plans include specifications of outcomes, anticipation of problems of instruction, materials and strategies of teaching, processes of learning and provisions for feedback and evaluation. The teacher describes what the class has been studying prior to the observation and what follows. This enables the supervisor to see the lesson as a part of a whole rather than as an isolated portion of instruction. Clarification may be requested by the supervisor at this point. The supervisor may make minor suggestions to improve the lesson.

3. The supervisor plans the objectives, processes, and the physical and technical arrangements for the observation and collection of data. His functions in the observation are clearly specified. The supervisor encourages the teacher to join in this planning. He encourages the teacher to indicate on what aspects of the teaching he would like feedback. Clarification is pertinent at this stage. Both teacher and supervisor use terminology that is clearly understood by both parties. The items contracted on must be those considered to be important by the teacher. A time for the classroom observation and for the postconference will be scheduled. The supervisor encourages the teacher to prepare his own analysis of the lesson, especially with regard to the points in the contract.

4. Observing instruction: The observer enters the classroom as unobtrusively as possible. Cogan suggests that the observer be "neutral and nonparticipating." He records in writing all his observations within the classroom. It is important that the supervisor records everything, not just what he considers to be important. He records exactly what happens, not his interpretation. When the lesson has been completed, he departs from the classroom as quietly as possible.

---

*Foley, D. (1985). *The clinical supervision model.*

5. Analyzing the teaching-learning process: The supervisor reviews notes with respect to the contract. He looks for the specific incidents in his notes that relate to the items in the contract. A final review of the notes is made to discover significant teaching patterns and critical incidents. He checks for form of class structure, level of questions, teacher responses, student behavior, and evidence of achievement of proposed objectives.

6. Planning the strategy of the conference: The supervisor decides on the strategy he will use in sharing with the teacher. It is necessary for him to consider how defensive the teacher will be, his relationship with the teacher, and how willing the teacher will be to implement the suggestions he might make. The contract items are dealt with first. Then, with the agreement of the teacher, the supervisor discusses other items he discovered through analysis or from observation. It is also suggested to begin with a review of the teacher's objectives. Plans for remediation are also discussed. A sensitivity to feelings and to the needs of the teacher is the best guide to an appropriate beginning.

7. Postconferencing: The teacher receives feedback from the supervisor on those aspects of teaching that were of concern to the supervisor. Different reactions from teachers cause supervisors to conduct the conference in various ways. The literature suggests that only positive feedback be given to defensive teachers. A balance of positive and negative feedback is given to the more stable teacher.

   Generally speaking, it is more effective and productive if the supervisor begins with the positive and finally offers suggestions for improvement. Feedback needs to be specific by referring to the notes taken during the observation. With the agreement of the teacher, the supervisor introduces his analysis of the key patterns of instruction noticed during the observation.

8. Renewed planning: The teacher and the supervisor stop the analysis of the previous lesson and plan the next lesson and the changes the teacher will begin to make in instruction.

---

*Foley, D. (1985). *The clinical supervision model.*

A postconference analysis is a very productive stage to add to the cycle. The supervisor analyzes the postconference just completed by answering the following questions:

1. Was the teacher's professional integrity respected?
2. Did platitudinous comments and professional jargon give the appearance of agreement between teacher and supervisor where no agreement actually existed?
3. Was the discussion time balanced between observer and teacher?
4. Was feedback on contract items specific and supported with reference to the classroom notes?
5. Was the analysis of the lesson adequate, in light of the teacher's interpretation, and was the strategy appropriate?
6. Was the contract satisfactory? Was it specific? Was it specific? Was the supervisor successful in getting the teacher to place items in the contract that were of concern to him or her?

---

*Foley, D. (1985). *The clinical supervision model.*

SUMMARY

Clinical supervision emphasizes teacher growth; traditional in-class supervision emphasizes that the teacher identify and clarify problems, collect data from a supervisor, and develop solutions with the aid of the supervisor. Traditional supervision tends to place the supervisor in a role superior to that of the teacher, thus telling the teacher what needs to be changed and how to achieve such change. Clinical supervision enables teachers to become more self-directed while traditional supervision tends to render teachers overly dependent on others. In the clinical supervisory process, both supervisor and teacher are assumed to be instructional experts. The teacher identifies the problems and the supervisor assists him/her in analyzing the lesson and in developing improved lessons. They work as colleagues respecting the contribution of each other.

The behavior throughout the clinical supervision process manifests this collegial relationship between teacher and supervisor. This relationship provides a new role for the teacher within which she is required to make professional judgments. It does allow the teacher the academic freedom to make decisions regarding her classroom instruction and thereby eliminating an area of potential conflict between teacher and supervisor. Traditional supervision, on the other hand, tends to assume that the supervisor is the instructional expert.

The clinical supervision process is distinct from the teacher evaluation process; consequently, it is not advisable for the same person to be responsible for both processes. School Administrators who must carry out both processes would need to design an appropriate evaluation procedure which is totally distinct from the supervisory procedure. The inclusion of evaluation as a part of the clinical supervisory model would have the potential to change the environment associated with evaluation from one of suspicion, fear, and mistrust to a problem-solving atmosphere. Allowing existing administrators to function as clinical supervisors would help alleviate the costs associated with clinical supervision. These costs are high. Training of clinical supervisors is expensive. Since clinical supervision demands more time, energy, and skill than is usually required of a supervisor, fewer teachers can be served in a given period of time than when traditional supervisory techniques were used. New personnel would then need to be hired, thus

---

*Foley, D. (1985). *The clinical supervision model.*

increasing considerably the total cost of supervision. Consequently, the costs of USING clinical supervision, as it was originally designed, would become prohibitive for most schools.

Research in education during the past twenty years supports the view that there is no one method of assessing teacher effectiveness. "Humans learn through self-exploration, collaboration, and conditioning." Research indicated that, even within each individual, learning variations exist.

The study suggests that the individual first recognize the need in the learner and then develop the appropriate method of learning to meet this need. Similarly, Glickman discovers from research that methods of developing teachers are as varied as the stages of teacher growth. The challenge of the supervisor is to match the method of supervision to the developmental stage of the teacher. Such "supervisory eclecticism" will lead to "powerful and effective" teacher growth and improvement of instruction will result.

---

*Foley, D. (1985). *The clinical supervision model.*

SECTION I. MENTORING MODELS

TABLE OF CONTENTS

The Mentoring Program

Stages of Development of Job Description

- Initial Competencies Model I
- Initial Competencies Model II
- Initial Competencies Model III
- Ongoing Competencies Model I
- Ongoing Competencies Model II
- Ongoing Competencies Model III

THE MENTORING PROGRAM

Nora N. Hutto, Ed.D

Lynda L. Haynes, Ph.D

Texas Education Agency

The Mentoring Program

DRAFT

HISTORICAL PERSPECTIVE

Reflection

In an effort to improve the quality of education nationwide, educators are addressing successful educational efforts of the past. A primary focus of educational programs has become that of mentoring. Mentoring, as a function of education, was first used by the ancient Greek, Odysseus, when he entrusted his son to an elder scholar to learn from his wisdom and knowledge. To mentor for the Greeks was to entrust the learning of the next generation to the scholars of the present. Young braves of the Native American culture learned their skills and knowledge at the knee of the wisest elder or chief. Often the young men would spend time with the braves they were most like. If they were to be hunters, they spent time with the best hunters; if they were to be tool makers, they spent time with the best craftsmen. In the early American tradition, the craftsman could have several individuals working for him, at minimal or no wage. These years of training were exchanged for the transmission of the skill.

During the early 1970's, business corporations and governmental agencies began using mentoring as a means of induction or training for the best and brightest of their new employees. Transmission of knowledge of the culture of the organization and the expectations of the role of the new employee were passed by the sage mentor to the young inductees. These individuals, who were mentored in the assimilation of their role and position, tended to be the most successful. The philosophy of mentoring, which was adopted during the decade of the 1980's by colleges and universities, school districts, and state departments of education, resulted in the assimilation of the role of mentor. The function of mentoring, as a technique to transmit information or knowledge, has become a strategy used by educational institutions to improve performance.

Today, mentoring is a term used in tandem with the induction of the new teacher; it is also a term that is used with the implementation of peer assistance for the teacher whose performance requires improvement. Both uses of the term are correct and both functions of the role of mentor have been successful. Huling-Austin (1990) and Odell (1990) have written widely concerning the need for the mentoring of the induction or the new teacher into the educational system. In a survey of recent educational literature, Brooks (1987) supports the idea that teacher induction is of concern to educators. Bowers and Ederhart (1988) substantiate the need for support of entry level teachers, which is gaining recognition by state legislatures and departments of education, as evidenced by the increasing number of entry year programs. However, induction year teachers are not the only teachers who need support. Evidence from the Rand Corporation, among others, reveals that some of the best and brightest teachers leave the profession by their fifth year of teaching. While legislators and educators suggest that education will help solve the social problems of today and the days ahead, professionals are not so naive as to suggest that the thrust can be one of singular focus.

Role of the Mentor

Mentoring, as a means to improve the educational system, is an important component of the educational process. The literature regarding mentoring has two foci:

- the induction or beginning teacher; and
- the peer support for improved performance of current teachers.

The definition of a mentor could be, "one who guides, gives assistance, and direction through the transmission of knowledge and skills." The definition of mentor, according to Webster, is:

> "1 cap: a friend of Odysseus entrusted with the education of Odysseus' son Telemachus; 2a: a trusted counselor or guide; b: tutor, coach." (p. 742)

An important facet of the role of effective mentors is the facilitation of increased knowledge and positive experiences. To be a mentor is to be recognized as possessing those exemplary teaching skills and the ability to share with others. To be entrusted with the role of supporter, guide, coach, and friend is a compliment which requires the transmission of knowledge and assistance to others. The mentor teacher, in order to provide assistance to others, must recognize the reciprocal relationship described by Healy and Welchert (1990) when they state:

> "We consider mentoring to be a dynamic, reciprocal relationship in a work environment between an advanced career incumbent (mentor) and a beginner (protégé) aimed at promoting the career development of both. For the protégé, the object of mentoring is the achievement of an identity transformation, a movement from the status of understudy to that of self-directing colleague." (p. 17)

Knowledge Base

The term "mentoring", when used to describe the role of an older and more experienced guide who works with at-risk students, academically low-achieving students, beginning teachers, alternatively certified teachers, new administrators, and others who are either lacking in skills, or knowledge, or experiencing the need for assistance, is correct. The need to assist a first year, and probably second year teacher has been heightened recently as teacher education programs have changed. Institutions of higher education nationwide are decreasing the hours required for teacher certification. This decrease occurs most frequently in the pedagogy, which lessens the contact hours between the university teacher and the student. The result is that the beginning teacher is assuming responsibility for a diverse classroom, with a variety of demands and with significantly less classroom contact time. Brooks (1987) suggests that beginning teachers face unique problems and in reality, no matter how excellent their training has been, it cannot ". . . accurately represent the reality of full-time teaching." (p. 70) In the student teaching experience, the responsibility rested with the supervising/cooperating teacher. Now the responsibility rests with the beginning teacher who, without an induction program, is frequently given the most difficult teaching assignment, in a relatively isolated environment. Induction programs, while important for the new teacher, are also important to teachers new to the district, as support and collegiality can make a new and difficult situation better.

Beginning teachers have a variety of needs. Not only are they assimilating the role of classroom teacher, they are also moving from the role of student to the role of professional. They are entering the world of financial responsibility in contrast to the security and regularity of the college student life. (Brooks, 1987) While principals provide support that establishes the tone, climate, and the philosophy of the district, typically they are not in the classroom for an extended period of time. In contrast, the mentor teacher has coped with the same questions that plague most new teachers. These questions may include:

1. How do I control kids who don't behave?
2. How do I motivate students who seem disinterested?
3. How do I deal with individual student differences?
4. How do I assess student progress?
5. How do I keep records and make reports to parents? (Brooks 1987, p. 70)

Providing the support that the new teacher needs is a time-consuming task. It is difficult for a principal to address the many and diverse educational needs of all the new teachers in a building, in addition to responding to the variety of other demands placed upon him. In contrast, the assistance offered by the mentor teacher, who supports the new teacher, can indeed improve the performance of the mentor teacher. Healy and Welchert (1990) state that:

> "Mentoring functions are conducive to precisely these kinds of advances and thus it is plausible that mentors, in the very act of guiding and promoting others, act to effect their own transformations. Indeed, evidence is amassing that mentoring potentiates developmental change." (p. 19)

Blackburn, Chapman, and Cameron (1981) observed that academic mentors derived gratification from collaborating with protégés to produce new knowledge. Dalton, Thompson, and Price (1977) and Kram (1985) report that successful mentoring was recompensed with intrinsic satisfaction, added responsibilities, and leadership recognition.

Little (1985) of the Far West Laboratory suggests that mentors or advisors must have knowledge. They must be secure in their general grasp of the curriculum and pedagogy. They must be secure in teaching strategies. They must work with other teacher mentors concentrating on mastering techniques of careful description, active listening and skillful questioning.

Finally, they must have etiquette. Such etiquette includes knowing when and how to give advice. As an effective advisor, (the term used by Little), an issue became how advisors or master teachers and mentor teachers, with the promises and claims implicit to these roles, could become leaders in the improvement of teaching. She determined six principles of advising which included:

- Common Language
- Focus
- Hard Evidence
- Interaction
- Predictability
- Reciprocity

Training

Each of the following five principles, as outlined by Little (1985), requires training. Indeed training appears to be of primary importance to effective mentoring. Ishler (1987) chaired the ATE Induction Commission, which focused upon teacher induction for a three year period from 1985 to 1988, and as a result made five recommendations which included (Brooks, 1987 and Huling-Austin, 1990):

1. Induction programs are necessary in every school district to assist beginning teachers in making the transition from novice to experienced teacher.
2. Induction programs must be based on the needs of the individuals as they adjust to their particular professional context.
3. The experienced professionals who serve as sources of help to beginning teachers should receive training and support to facilitate their assistance, including reduced teaching loads.
4. Support personnel should be concerned with the professional development of individual beginning teachers and should be separated from the evaluation role of a district.
5. The training of teachers should be recognized as an ongoing educational process from preservice to retirement, requiring cooperative financial and programmatic support from those involved, including the local district, higher education, and state departments of education. (p. 5)

Little (in press) agrees, reporting that many teacher mentoring programs were falling short of expectations because they were initiated without sufficient consideration of their structure and objectives, or of the institutional conditions necessary for them to succeed in educational settings. Yamamoto (1988) believes that much of what passes for mentoring, for example, the formalized assistance in networking and coaching in professional skills, degrades "yet another human phenomenon of profundity . . . by a misguided attempt at popularization and standardization." (p.188) Gehrke (1988) concurs that mentorships are debased when they are viewed as self-promoting business arrangements, rather than as transforming gift exchanges. It is only reasonable that those best able to promote the growth of others must have first developed their own capacities (Healy and Welchert, 1990). The literature overwhelmingly suggests qualifications for mentors should include educational/teaching competence or pedagogical skills, the ability to communicate with others, and a desire to continue to grow and learn. Since the role of mentor is to facilitate, coach, and guide, identification of mentors might best be done by others. This could include suggestions or nomination by other staff and/or self-nomination. Certainly there must be an identification of educational skills and the willingness to share that skill with others. Mentors should be viewed as experienced master teachers by their peers. They should be able to demonstrate and model a variety of instructional or teaching techniques, and be familiar with different learning styles, and a variety of discipline strategies.

Mentoring Programs

The Marin County, California, Office of Education implemented a Teacher Advisor Project that is now in its fifth year. The project was based on two major beliefs:

1. Teachers can and will define their own professional development needs in relation to the school system, and professional goals to improve schools and learning.
2. To affect change in the classroom or school, assistance must be given on site. (Kent, 1988, p. 174)

Advisors or peer facilitators in this project evolved into five roles: resource linker, facilitator, trainer, colleague/coach, and supervisor. The resource linker's responsibilities include finding or developing materials, locating speakers, planning field trips, and linking teachers who share common interests and needs. The facilitator is the lead staff person in developing group consensus process for planning curriculum, solving schoolwide problems, selecting materials, and sharing teaching strategies. The role of the trainer was to involve teachers in the study of teaching and classroom management strategies that lead to workshops in Instructional Skills, Cooperative Learning, Peer Observation, Behavior Management, and Models of Teaching. Participants felt the ability to learn these skills and provide workshops for other staff was very important. It caused other teachers to view them as persons from whom they could learn--their expertise was recognized by other teachers. (Kent, 1988) The role of colleague or peer coach required training or precedents to this role to gain teachers acceptance. The work of Little (1985) became significant to this process, as Little identified six principles of advising; the first three--common language, focus, and hard evidence--require a shared technical language. The second three--interaction, predictability, and reciprocity--are termed the social principles of trust and need. These principles are necessary if the work between advisors and teachers is to be effective. Kent (1988) states that:

> "Advisors and peer facilitators must be able to use the technical language, model the practice, and teach the language to teachers. Training (in) communication, observation, and conferencing skills precede substantive in-class work with teachers." (p.175)

The recognition of the importance of monthly training sessions for project staff became a priority in the Marin, California assistance model. These sessions emphasized reinforcement and refining of training as well as team building and communication skills. The sessions allow team members to develop trust, serve as colleague and coach for one another in problem solving, and assimilation of skills which are needed to work with teachers. Finally, the role of supervisor was not addressed until the end of the second year or the third year at the same school in order that trust could develop between the teachers, supervisors, and administrators. (Kent, 1988) Kent emphasizes the need for additional training saying:

> "When a teacher(s) take on roles other than traditional classroom teaching, they need additional sets of skills and knowledge to work effectively with adults, implement change and serve as curriculum or staff development consultants or researchers. But our teacher advisors and peer facilitators say they wouldn't have lasted one year without

opportunities to learn about adult learning, facilitation skills, change theory, and research on teaching." (p. 176)

Since the training component of this program was so important, it too was guided by a set of goals which included:

1. Development of mentors who were helpful and caring.
2. Development of mentors who could model and demonstrate effective teaching practices.
3. Equipment of mentors with the skills required to provide support and challenge through listening, orientation, clinical cycles of supervision and developmental coaching. (p. 53)

The North Carolina induction program as described by Reiman, McNair, McGee and Hines (1988) suggests a rationale for using staff development training to strengthen preservice and induction for the novice teacher. The program goal being to provide a more intensive and systematic staff development effort for experienced teachers which could build the necessary bridges between preservice, induction and inservice programs. Four sub-goals of the program were also identified. They included:

1. Develop an efficient and effective process for identifying potential mentor candidates.
2. Place trained mentors who are experienced teachers in close proximity to beginning teachers.
3. Provide school-based and on-site long-term training for the mentor teachers.
4. Base the instruction of mentors on current research and theory in order to establish a more rational and less intuitive supervisory practice." (p. 52)

An important element of the North Carolina training program was the use of developmental coaching and research concerning adult learners. Glickman (1985) has focused considerable attention upon the ability of the adult to continue learning, to enhance skills, and to develop higher order skills when coached and encouraged by the practice of developmental supervision. This training can be enhanced by new role-taking experiences, reflection on experience and a careful balance between reflection and experience. The concept of support and challenge is important to the growth of adults in the condition of continuity. According to Reiman, McNair, McGee, and Hines (1988) these environmental learning conditions must exist (occur) for a period of at least one year. Thus the North Carolina mentor training model, which was built upon the Sprinthall and Theis-Sprinthall Model (1983), required two semesters. Key features of the model included:

> - Teacher assumed direct responsibility for the training of their colleagues. This responsibility represented the concept of teacher empowerment.
> - Instructors discussed the importance of the helping relationship which included empathy, genuineness, regard, support and challenge. They constantly exemplified these qualities.
> - Mentor teachers tested the concepts of theory and practice in their own classroom. Good teachers became better as they refined their teaching skills in the process of nurturing novice teachers, while novice teachers grew toward excellence in a supportive environment. Ultimately, the children were winners. (p. 55)

While training of mentors is of vital importance, it is also important that such training be ongoing over a period of time in order that the mentor may learn, apply, receive support, adjust and implement. Glatthorn (1987) describes this structure as cooperative professional development which allows peer-oriented systems to clarify the concept, systemize the approaches, and synthesize what has been learned. A case can be readily made that training should occur over a period of a school year and follow into a second year. There is a need for primary or up front training to facilitate the skills of the mentors in order that they will be more effective in assisting the mentee. Littleton and Littleton (1988) state that the first six-week period is the most important to the beginning teacher, thus it is very important that the mentor:

1. visit with the beginning teacher at least once a day;
2. answer the beginning teacher's questions in regard to instruction, administration and classroom management;
3. model for the beginning teacher at least once;
4. observe the beginning teacher's teaching at least once; and
5. encourage, praise, and reassure the beginning teacher.

As the mentee gains more confidence, the skills of the mentor will need to develop to a higher level as the mentor guides and assists the colleague. This assistance of the mentor helps the mentee to become more focused and effective in the classroom and as a result, according to Showers (1984) in describing a carefully designed study, peer coaching did increase transfer learning and students of coached teachers had greater achievement on a model-relevant test than did students of uncoached teachers. The rewards are significant and important, as the results of mentoring seem to be improved instruction for the mentor teacher, the mentee teacher, and improved student learning. Gerstein (1985) states:

> "Surprisingly, each of the benefits that accrued to the mentee (the worker being developed) also accrued to the mentor. Included were benefits such as (a) job advancements, (b) more control of the work environment, (c) creating a support system, (d) gaining more access to system resources, (e) developing a reputation, and (f) personal satisfaction." (p. 156)

Incentives

What then are the incentives for the mentor teacher? Recognition and reward should be considered. While programs do vary, from the literature there are certain components that seem important. They include:

1. *Additional release time*--an extra period during the day is helpful.
2. *Monetary reward*--even a small incentive, can be helpful in the effort to recognize the additional time and effort expended by the mentor.
3. *Training*--to increase the skills and the confidence of the mentor, planned peer coaching opportunities for mentors.
4. *Recognition*--as a mentor support teacher, certification can be an enhancer to motivation and a reward.

Rewards are not a focus of the literature but as programs increase in size and scope, compensation for additional services may become an important component. Currently, most individuals are now motivated by intrinsic rewards, but as teacher professionalism increases, teachers will require professional compensation. Huling-Austin and Murphy (1987) suggest mentors be monetarily compensated.

Texas Programs

As Texas begins to increasingly focus upon the role of mentors through induction programs, alternative teacher certification programs, and the master teacher program, it is important that a definition for the role of mentor be established. A definition might read:

1. A mentor is an individual who will guide, assist, support and befriend a colleague in the improvement and assimilation of the skills necessary to become a fully effective, functioning teacher. A mentor will be able to effectively model instructional techniques and demonstrate a knowledge of pedagogical skills.

2. To become certified as a mentor teacher, a teacher will successfully complete 40 hours of training during the school year in the five competency areas validated by the State Department of Education. Best practices suggest a 40-50 hour training block throughout the school year. Identification of competencies, training, and verification of skills should result in mentor certification.

3. Mentor training is most effective when occurring in intervals, over a period of time. When the mentor is provided the opportunity to acquire the information and then apply that knowledge to the mentoring process in a contextual situation, the application and refinement of the information become real to the individual. Returning to the learning environment to reflect with peers, and again acquire additional knowledge, permits the mentor to assimulate the information, and apply the learning in a real situation. The usability of the skill by the individual increases when training occurs over a period of time, thereby increasing the likelihood of implementation of the skill.

REFERENCES

Blackburn, R. T., Chapman, D. W., and Cameron, S. M. (1981). "Cloning in Academe: Mentorship and Academic Careers." Research in Higher Education, 15(4), pp. 315-327.

Bowers, G. R., and Eberhart, N. A, (1988). "Mentors and the Entry Year Program." Theory Into Practice, 27, pp. 226-231.

Brooks, D. M. (1987). "Teacher Induction--A New Beginning." Association of Teacher Educators, Reston, Virgina.

Dalton, G. W., Thompson, P. H., and Price, R. L. (1977, Summer). "Four Stages of Professional Careers: A New Look at Performance by Professionals." Organizational Dynamics, pp. 19-42.

Darling-Hammond, L., (1988). The Education and Human Resources Program. Rand Corporation, March.

Gehrke, N. (1988). "Toward a Definition of Mentoring." Theory Into Practice, 27, pp. 190-194.

Gerstein, Martin. "Mentoring: An Age Old Practice in a Knowledge-Based Society." Journal of Counseling and Development, 64(2), pp. 156-157.

Glatthorn, A., "Cooperative Professional Development: Peer-Centered Options for Teacher Growth." Educational Leadership, 45(3), pp. 31-39.

Glickman, C. D. (1975). "Supervision of Instruction: A Developmental Approach." Boston: Allyn and Bacon, Inc.

Hawk, P. P. (1984). "Making a Difference: Reflections and Thoughts of First Year Teachers." East Carolina University,.Greenville, North.Carolina.

Healy, C. and Welchert, A., "Mentoring Relations: A Definition to Advance Research and Practice." Educational Researcher, 19(9), pp. 17-21.

Huling-Austin, L. (1989). "A Synthesis of Research on Teacher Induction Programs and Practices." In J. Reinhartz (Eds.), Teacher Induction (13-33). National Education Association, Washington, D.C.

Huling-Austin, L. (1989). "Beginning Teacher Assistance Programs: An Overview." In L. Huling-Austin, S.J. Odell, P. Ishler, R.S. Kay and R. A. Edelfelt (Eds.), Assisting the Beginning Teacher (5-18), Association of Teacher Educators, Reston, Virginia.

Huling-Austin, L. (1990). "Mentoring is Squishy Business." In T. Bey and T. Holmes (Eds.), Mentoring: Developing Successful New Teachers (39-50). Association of Teacher Educators, Reston, Virginia.

Ishler, P. (1988). "A Report on Successful Teacher Induction Programs: The Whys, Whats, and Wherefores for Texas." Paper presented at the Annual Texas Conference on Teacher Education, 19 p., Dallas, Texas.

Joyce, B., and Shower, B. (1982) "The Coaching of Teaching." Educational Leadership. 40 (1), pp. 4-9.

Kent, K. M. "A Successful Program of Teachers Assisting Teachers." Educational Leadership, pp. 30-33.

Kram, K. E. (1985) "Mentoring at Work: Developmental Relationships in Organizational Life." Scott, Foresman, Glenview, Illinois.

Little, J. W. (in press). "The Mentor Phenomenon and the Social Organization of Teaching." Review of Research in Education, p. 16.

Little, J. W. "Teachers as Teacher Advisors: The Delicacy of Collegial Leadership." Educational Leadership, pp. 34-36.

Little, J. W. (1985). "Professional Development Roles and Relationships: Principles and Skills of 'Advising' " Report of the Far West Laboratory for Educational Research and Development, San Francisco, California.

Littleton, M. and Littleton, P. (1987). "Beginning Teacher Effectiveness Training: A Teacher Induction Program That Works" Texas Study of Secondary Education Research Journal,, No. 41, (pp. 46-50) Austin, Texas.

Merriam-Webster (1975). Webster's New Collegiate Dictionary. G. & C. Merriam Co, p.718, Springfield, Massachusetts.

Odell, S. J. (1989). "Developing Support Programs for Beginning Teachers." Assisting the Beginning Teachers. Association of Teacher Educators, Reston, Virginia.

Odell, S. J. (1990). "Mentor Teacher Programs." National Education Association, Washington, D. C.

Reiman, A., McNair, V., McGee, N., and Hines, J. "Linking Staff Development and Teacher Induction." Journal of Staff Development 9(4), pp. 52-58.

Showers, B. (1984). "Peer Coaching: A Strategy for Facilitating Transfer of Training." Eugene: Center for Educational Policy and Management, University of Oregon.

Thies-Sprinthall, L. (1980). "Supervision: An Educative or Miseducative Process." Journal of Teacher Education, 31(2), pp. 17-30.

Theis-Sprinthall, L. and Sprinthall, N. A. (1987, April). "Aging Teachers: Agents for Revitalization and Renewal as Mentors and Teacher Educators." Paper presented at annual meeting of the American Educational Research Association, Washington, D.C.

Yamamoto, K. (1988) "To See Life Grow: The Meaning of Mentorship." Theory Into Practice, 27, pp. 183-189.

Stages of Development of Job Description

STAGES OF DEVELOPMENT OF JOB DESCRIPTION

Identify Campus Needs and Objectives

Develop Job Description

Establish Criteria for Selection

Recommendation for Training

Texas Education Agency, Mentoring Developmental Workshop, 1991.

SELECTION

Job Description of Mentor

I. Qualifications

  A. Valid credentials (i.e. teaching certificate)

  B. Classroom teaching assignment--60% or more of the day

  C. Years of experience: Minimum of 5 years; 3 years in respective district

  D. Demonstrated exemplary teaching performance

  E. Demonstrated Characteristics

    1. Commitment to the mentoring role

    2. Willingness to serve and be an active and open learner

Texas Education Agency, Mentoring Developmental Workshop, 1991.

Mentor Teacher (Continued)

3. Sensitivity to viewpoints of others
4. Excellence in working with adults
5. Competence in social and public relations
6. Effective communication skills
7. Emotional stability and positive self-esteem
8. High degree of professionalism

II. Job Goal

To promote the professional well-being of a colleague through an intentional, interactive, and dynamic mentoring process.

Texas Education Agency, Mentoring Developmental Workshop, 1991.

Mentor Teacher (Continued)

III. Performance Expectations

A. In order to meet the needs of all student populations and to maximize student learning, instruction enhances a colleague's teaching repertoire in areas of:

1. Curriculum/instructional planning

2. Instructional presentations

3. Classroom management

4. Student assessment/evaluation

B. Interpersonal Skills

Utilizes effective interpersonal skills to foster a supportive and positive relationship

Texas Education Agency, Mentoring Developmental Workshop, 1991.

Mentor Teacher (Continued)

C. Teacher Reflection

Provides opportunities for colleague to reflect on personal experiences, problems, concerns, needs, and future goals as a means of professional growth

D. Teacher Development

Utilizes knowledge of adult learning and teacher development to promote self-reliance in colleague/protégé

E. Direct Support

Provides knowledge, expertise, and constructive guidance for [future] decision-making through a systematic process that impacts classroom learning

Texas Education Agency, Mentoring Developmental Workshop, 1991.

INITIAL COMPETENCIES

MODEL I

INITIAL COMPETENCIES
Model I (3-1/4 Days)

TIMELINE

I.	Mentoring Process	3 Hours
II.	Adult Development	3 Hours
III.	Interpersonal Skills	6 Hours
IV.	Peer Coaching	6 Hours
	Total	18 Hours

Texas Education Agency, Mentoring Developmental Workshop, 1991.

INITIAL COMPETENCIES
Model I (3-1/4 Days)

I. Mentoring Process

  A. Concept of mentoring

    1. Definition

    2. Background

    3. Scope

  B. Purpose of mentoring

    1. Improve instruction

    2. Build support system

    3. Develop professionalism

  C. Role and responsibility of mentoring

    1. Collegial development

    2. Direct assistance

Texas Education Agency, Mentoring Developmental Workshop, 1991.

INITIAL COMPETENCIES
Model I (Continued)

D. Stages of mentoring

   1. Establish rapport

   2. Determine ground rules

   3. Establish goals

   4. Plan follow-up

E. Needs and Concerns of New Teachers

   1. Personal

   2. Human relations

   3. Professional

F. Characteristics of mentors

   1. Role model

Texas Education Agency, Mentoring Developmental Workshop, 1991.

INITIAL COMPETENCIES
Model I (Continued)

2. Facilitator
3. Nurturer
4. Developer
5. Others

II. Adult Development

- A. Adult learners
  1. Personal
  2. Human
  3. Professional
- B. Stages of career development and growth
  1. Structured assistance

Texas Education Agency, Mentoring Developmental Workshop, 1991.

INITIAL COMPETENCIES
Model I (Continued)

    2. Collegial development
    3. Self-reliance

III. Interpersonal Skills

- A. Team building
    1. Common goal setting
    2. Listening/communication
- B. Problem solving/decision making
    1. Facilitating instruction
    2. Articulate the teaching process

IV. Peer Coaching

- A. Concept

Texas Education Agency, Mentoring Developmental Workshop, 1991.

INITIAL COMPETENCIES
Model I (Continued)

B. Processes

1. Instructional planning
2. Resources/materials
3. Instructional strategies
4. Modeling
5. Observation
6. Conferencing

C. Support areas

1. Parent conferences
2. Multicultural needs (diversity)

Texas Education Agency, Mentoring Developmental Workshop, 1991.

INITIAL COMPETENCIES
Model I (Continued)

3. Community (demography)
4. Campus (staff, faculty)
5. Special education

Texas Education Agency, Mentoring Developmental Workshop, 1991.

INITIAL COMPETENCIES

MODEL II

INITIAL COMPETENCIES
Model II (3-1/2 Days)

TIMELINE

I.	Perceived Needs of New Teachers	3 Hours
II.	Mentoring Process	3 Hours
III.	Adult Development	2 Hours
IV.	Interpersonal Skills	4 Hours
V.	Coaching and Instructor Assistance	1-1/2 Hours
VI.	Direct Support	3 Hours
VII.	Support Areas	1-1/2 Hours
VIII.	Classroom Management	2 Hours
	Wrap-Up/Summary	1 Hour
	Total	21 Hours

Texas Education Agency, Mentoring Developmental Workshop, 1991.

INITIAL COMPETENCIES
Model II (3-1/2 Days)

I. Perceived Needs of New Teachers

   A. Examples

      1. Paperwork

      2. Classroom management

      3. Time management

      4. District policies

      5. Personal needs

         a. Community
         b. Bank
         c. Apartment
         d. Transportation

      6. Stress

      7. Instructional materials

Texas Education Agency, Mentoring Developmental Workshop, 1991.

INITIAL COMPETENCIES
Model II (Continued)

II. Mentoring Process

  A. Definition

  B. Purpose

    1. Evaluation

    2. Benefits to teacher

    3. Benefits to mentor

    4. Why you are the mentor

  C. Overview of responsibilities

  D. Expectations for the year

  E. Building the relationship

Texas Education Agency, Mentoring Developmental Workshop, 1991.

INITIAL COMPETENCIES
Model II (Continued)

F. Stages of relationships

1. Initial support--first 3 weeks
2. Ongoing support and assistance
3. Nature of professional and personal relationships

G. Roles of mentors: Different kinds of mentors in different programs

1. Induction
2. Alternative certification
3. Special education
4. Peer assistance

Texas Education Agency, Mentoring Developmental Workshop, 1991.

INITIAL COMPETENCIES
Model II (Continued)

III. Adult Development

  A. Adult learners

  B. Adult life cycle

  C. Stages of teacher growth and development

  D. Self-reliance and motivation

  E. Dealing with the reluctant mentee

  F. Self-esteem

  G. Stress management and time management

    1. Skills to manage stress

Texas Education Agency, Mentoring Developmental Workshop, 1991.

INITIAL COMPETENCIES
Model II (Continued)

2. Skills to recognize stress

   a. Mentor
   b. Inductee

3. Skills to alleviate stress

IV. Interpersonal Skills

   A. Communication

      1. Active listening

      2. Questioning strategies

      3. Body language

      4. Extending response

   B. Counseling skills

      1. Problem solving

Texas Education Agency, Mentoring Developmental Workshop, 1991.

INITIAL COMPETENCIES
Model II (Continued)

2. Shared decision-making
3. Facilitation
4. Constructive criticism
5. Development of positive attitude
6. Confidentiality
7. Trust
8. Meditation/problem solving

C. Team building
  1. Collaboration
  2. Consensus building

Texas Education Agency, Mentoring Developmental Workshop, 1991.

INITIAL COMPETENCIES
Model II (Continued)

V. Coaching/Instructional Assistance Overview

  A. Lesson cycle

  B. Effective teaching practices (ETP)

  C. Instructional leadership

  D. Effective schools research

  E. Instructional planning and materials

  F. Instructional coaching

VI. Direct Support (Supervision)

  A. Classroom observation

    1. Focused, pre and post conference

    2. Observation and conference schedule

Texas Education Agency, Mentoring Developmental Workshop, 1991.

INITIAL COMPETENCIES
Model II (Continued)

3. Reciprocal observations
4. Documentation of observation and/or conferences

B. Observation techniques

Different ways to observe and to document

C. Overview of Texas Teacher Appraisal System (TTAS) logistics

VII. Support Areas

A. Parent communications

1. Conferencing
2. Written communication
3. School policies
4. District guidelines

Texas Education Agency, Mentoring Developmental Workshop, 1991.

INITIAL COMPETENCIES
Model II (Continued)

B. Welcoming strategies

C. Culture of school

  1. Formal norms of school

  2. Informal norms of school

D. Multicultural education

  1. Working in a culturally diverse environment

  2. Living in a culturally diverse environment

  3. Language differences with students and parents

  4. Special populations

    a. Limited English Proficiency (LEP)
    b. At-risk

Texas Education Agency, Mentoring Developmental Workshop, 1991.

INITIAL COMPETENCIES
Model II (Continued)

c. Special Education
d. Mainstreamed

VIII. Classroom Management and Discipline--Variety of Techniques and Approaches

A. Transitions

B. District policy

C. Community expectations

D. Principal's expectations

E. Faculty's expectations

F. Time management

Texas Education Agency, Mentoring Developmental Workshop, 1991.

INITIAL COMPETENCIES

MODEL III

INITIAL COMPETENCIES
Model III (3 Days)

TIMELINE

I. Mentoring Process	One Half Day
II. Direct Support	One Day
III. Coaching and Modeling and IV. Adult Development	One Half Day
V. Interpersonal Skills and VI. Support Areas	One Half Day
VII. Round Table/Review/Wrap-Up	One Half Day
Total	Three Days

Texas Education Agency, Mentoring Developmental Workshop, 1991.

INITIAL COMPETENCIES
Model III (3 Days)

I. Mentoring Process

  A. Concept and purpose of mentoring

    1. Definition of mentor

    2. Historical perspective of mentoring

    3. Overview

  B. Role and responsibility of mentoring

    1. New teacher welcome--part of system

      a. Notes
      b. Phone calls
      c. Lunch
      d. Staff introduction

    2. Provide peer observations and feedback

Texas Education Agency, Mentoring Developmental Workshop, 1991.

INITIAL COMPETENCIES
Model III (Continued)

3. Cooperative planning, sharing
    a. Ideas
    b. Teaching strategies
    c. Materials

4. Provide initial support

5. District specific needs

C. Stages of mentoring relationship: High dependence--high independence continuum

D. Needs and concerns of new teachers

1. Logistics

2. Psychological--peaks and valleys

3. Pedagogical

Texas Education Agency, Mentoring Developmental Workshop, 1991.

INITIAL COMPETENCIES
Model III (Continued)

        4. Knowledge base
        5. Multicultural
    E. Characteristics of mentors: Review definition and selection process

II. Direct Support

- A. Classroom visitations
    1. Formal/informal
    2. Assess classroom environment
- B. Observation techniques
    1. Teacher behaviors, student behaviors
        a. Texas Educational Skills Assessment (TESA)

Texas Education Agency, Mentoring Developmental Workshop, 1991.

INITIAL COMPETENCIES
Model III (Continued)

  - b. Agreed upon focus
  - c. District developed observation procedures

C. Conferencing skills

  1. Listening
  2. Questioning skills
  3. Conflict resolution
  4. Constructive feedback
  5. Body language
  6. Climate of trust
  7. Confidentiality
  8. Structural organization of conference

Texas Education Agency, Mentoring Developmental Workshop, 1991.

INITIAL COMPETENCIES
Model III (Continued)

III. Coaching and Modeling

   A. Effective instructional strategies--Strategies for special populations

      1. At-risk

      2 Gifted and talented

      3. ESL/bilingual

   B. Instructional planning

      1. Time management

      2. Cooperative lesson planning

   C. Instructional Materials

      1. Cooperative sharing

         a. Where
         b. How

Texas Education Agency, Mentoring Developmental Workshop, 1991.

INITIAL COMPETENCIES
Model III (Continued)

2. Effective use of materials

3. Additional resources

    a. Films
    b. Industry generated
    c. Supplementary books
    d. Education Service Center
    e. Computer software

IV. Adult Development

A. Adult learners

1. Characteristics of adult learners

2. Techniques of teaching adult learners

B. Life-cycle changes

1. Awareness working with adults vs children

Texas Education Agency, Mentoring Developmental Workshop, 1991.

INITIAL COMPETENCIES
Model III (Continued)

2. Sensitivity with respect to the life span
    a. Age and career
    b. Background
    c. Demographics

C. Stages of teacher development and growth--hierarchical needs

1. Security
2. Social
3. Self-esteem

D. Self-reliance and motivation

1. Review selection process
2. Role model for new teacher

Texas Education Agency, Mentoring Developmental Workshop, 1991.

INITIAL COMPETENCIES
Model III (Continued)

E. Self-esteem

1. Review selection process
2. Role model
3. Techniques for instilling/transferring

F. Stress management

1. Difference between healthy level of concern vs distress
2. Techniques
    a. Time management
    b. Organizational skills/planning
    c. Exercise
    d. Breath deep

Texas Education Agency, Mentoring Developmental Workshop, 1991.

INITIAL COMPETENCIES
Model III (Continued)

V. Interpersonal Skills

- A. Communication
  1. Positive attitude
  2. Pro-active vs reactive
  3. Solution oriented
- B. Problem solving
  1. Identify problem
  2. Needs assessment
  3. Collaborative resolution
- C. Decision-making
  1. Knowing lines of authority

Texas Education Agency, Mentoring Developmental Workshop, 1991.

INITIAL COMPETENCIES
Model III (Continued)

  2. Guide towards independence
  3. Information gathering--look at options

D. Active listening

  1. Key words/language
  2. Body language
  3. Knowing when to listen vs speaking

E. Team building

  1. Climate of trust
  2. Compromising
  3. Knowing and utilizing individual talents and strengths
  4. Understand roles and responsibilities

Texas Education Agency, Mentoring Developmental Workshop, 1991.

INITIAL COMPETENCIES
Model III (Continued)

F. Facilitation

1. Non-directive vs directive

VI. Support Areas

A. Parent communication

1. Share with beginning teachers
    a. Conferencing skills
    b. Phone calls
    c. Notes
    d. Ongoing communications--positive and problem

2. Sensitivity to parental perspective

3. Procedures for responding to parental requests

Texas Education Agency, Mentoring Developmental Workshop, 1991.

INITIAL COMPETENCIES
Model III (Continued)

B. Multicultural education

1. Awareness

    a. Community
    b. District
    c. Campus

2. Infusion into curriculum

3. Impact of student cultural diversity on behavior, learning, communication

VII. Round Table/Review/Wrap-Up

Texas Education Agency, Mentoring Developmental Workshop, 1991

ONGOING COMPETENCIES

MODEL I

ONGOING COMPETENCIES
Model I (4 Days)

TIMELINE

8 Sessions Per Year

I.	Instructional/Classroom Knowledge Base	6 Hours
II.	Professional Skills	6 Hours
III.	Human Relations	6 Hours
IV.	Support Areas	6 Hours
	Total	24 Hours

Texas Education Agency, Mentoring Developmental Workshop, 1991.

ONGOING COMPETENCIES
Model I (4 Days)

I. Instructional/Classroom Knowledge Base

  A. Lesson cycle articulation

  B. Effective teaching practices

  C. Texas Teacher Appraisal System (TTAS)

  D. Texas Assessment of Academic Skills (TAAS)

  E. Standardized testing - district

  F. Teaching models:

    1. Cooperative/group learning

    2. Inquiry/laboratory method

Texas Education Agency, Mentoring Developmental Workshop, 1991.

ONGOING COMPETENCIES
Model I (Continued)

G. Learning styles:

    1. Visual

    2. Auditory

    3. Kinesthetic

H. Multicultural

    1. Diverse student populations

    2. Special populations

    3. "Regular" students

    4. Gifted and talented students

I. Teaching styles/personal learning styles

Texas Education Agency, Mentoring Developmental Workshop, 1991.

ONGOING COMPETENCIES
Model I (Continued)

J. Technology in classroom

K. District, regional and state resources

L. Higher-order thinking skills

  1. Problem solving

  2. Analogy use

  3. Decision-making

M. Diagnostic/prescriptive skills

N. Teaching by example

  1. Use of models

  2. Analysis of instruction

Texas Education Agency, Mentoring Developmental Workshop, 1991.

ONGOING COMPETENCIES
Model I (Continued)

O. Communicate

1. Effective classroom management

   a. Attitude
   b. Strategy

2. Time management

3. Classroom organization

4. Curriculum

P. Modifying Instructional Strategies

1. Small groups

2. Highlighting

3. Study guides

4. Grading practices

Texas Education Agency, Mentoring Developmental Workshop, 1991.

ONGOING COMPETENCIES
Model I (Continued)

II. Professional Skills

- A. Communication/Interaction
  - 1. Verbal
  - 2. Nonverbal
- B. Classroom visitations
  - 1. Observation techniques
  - 2. Data collection strategies
  - 3. Analysis of data
  - 4. Feedback strategies
- C. Questioning strategies
- D. Listening behavior

Texas Education Agency, Mentoring Developmental Workshop, 1991.

ONGOING COMPETENCIES
Model I (Continued)

E. Maintaining relationship strategies

   1. Confidentiality

   2. Professionalism

F. Consensus building and conflict resolution

G. Professionalism maintenance

   1. Student/teacher "distance" and relationships

   2. Sick leave

      a. Right
      b. Privilege

   3. Dress appropriately

H. Teacher coaching strategies

   1. Pre-conference

Texas Education Agency, Mentoring Developmental Workshop, 1991.

ONGOING COMPETENCIES
Model I (Continued)

   2. Observation
   3. Post-conference

I. Coordination of instructional team
   1. Planning
   2. Delivery
   3. Evaluation
   4. Reflection

J. Student evaluations
   1. Grading practices
   2. Grading cycle

Texas Education Agency, Mentoring Developmental Workshop, 1991.

ONGOING COMPETENCIES
Model I (Continued)

- K. Motivation strategies
  - 1. Sharing
  - 2. Communication

III. Human Relations

- A. Analysis of mentor's and mentee's personality
  - 1. Personality inventory
  - 2. Least preferred co-worker inventory
- B. Expectation
  - 1. Number of times interacting
  - 2. Voice
  - 3. Reinforcements

Texas Education Agency, Mentoring Developmental Workshop, 1991.

ONGOING COMPETENCIES
Model I (Continued)

C. Autonomy/Professional growth

D. Building self-esteem strategies

E. Parent interaction/strategies

F. Community interaction/strategies

G. Administration interaction/strategies

H. Trust assessment, analysis, discussion

I. Reflective times

   1. Planning

   2. Pre-conferencing

   3. Post-teaching

Texas Education Agency, Mentoring Developmental Workshop, 1991.

ONGOING COMPETENCIES
Model I (Continued)

    4. Post-unit
    5. Interim six week semester year

J. Reflective strategies

    1. Identification of critical attributes
    2. Analyzing student performance relative to instructional strategies utilized
    3. Collaboration and analysis of progress

K. Counseling strategies - ongoing

    1. Analysis of effective strategies

Texas Education Agency, Mentoring Developmental Workshop, 1991.

ONGOING COMPETENCIES
Model I (Continued)

L. Concept of empowerment
  1. Autonomy
  2. Trust
  3. Learning

IV. Support Areas
  A. Process of change/steps for school improvement
  B. Time management
  C. Child/adolescent growth and development

Texas Education Agency, Mentoring Developmental Workshop, 1991

ONGOING COMPETENCIES
Model I (Continued)

Sequence of 8 Sessions Per Year

Topics

1. Reflective focus - Teacher/Student relationship, multicultural, special populations
2. Reflective focus - Consensus building, critical attributes
3. Reflective focus - Matching teacher and learning style
4. Test preparation and design
5. Coaching strategies
    a. Pre-conferencing

Texas Education Agency, Mentoring Developmental Workshop, 1991.

ONGOING COMPETENCIES
Model I (Continued)

   b. Information/Observation

   c. Post-conferencing

6. Reflective focus ("How's it working?")

   a. Teaching models

   b. Classroom management

7. Enhancing/modifying instruction strategies

8. Reflection on effects of training, ideas, suggestions

9. Shared prioritized work and success

Cost: Substitute pay 1/2 day per person per month

Texas Education Agency, Mentoring Developmental Workshop, 1991.

ONGOING COMPETENCIES

MODEL II

ONGOING COMPETENCIES
Model II (4-1/2 Days)

TIMELINE

September - May
Half-day sessions once a month (3 hours)

I.	Collegial Conferencing Knowledge Base	7 Hours
II.	Instructional Knowledge Base	7 Hours
III.	Interpersonal Skills	7 Hours
IV.	Appraisal Training	6 Hours
	Total	27 Hours

Texas Education Agency, Mentoring Developmental Workshop, 1991.

ONGOING COMPETENCIES
Model II (4-1/2 Days)

I. Collegial Conferencing Knowledge Base

  A. Analysis of instruction

    The teaching act

    1. Planning

    2. Teaching

    3. Reflecting (What did I learn?)

    4. Applying (Using what I learned)

    5. Synthesis (Improvement of teaching)

  B. Observation techniques and feedback

    The post conferencing skills

    1. Questioning skills

Texas Education Agency, Mentoring Developmental Workshop, 1991

ONGOING COMPETENCIES
Model II (Continued)

2. Responding skills

3. Nondirective guidance (for the first year teacher to do self-analysis of the lesson)

II. Instructional Knowledge Base

A. Effective instructional strategies

1. Teacher learning styles

2. Student learning styles

3. How to use learning styles in instructional planning

4. How to use learning styles in modifying instruction

Texas Education Agency, Mentoring Developmental Workshop, 1991.

ONGOING COMPETENCIES
Model II (Continued)

B. Models of Teaching

1. Direct instruction
2. Inquiry
3. Inductive thinking
4. Cooperative learning
5. Mastery learning
6. Advance organizer
7. Concept attainment
8. Team teaching

Texas Education Agency, Mentoring Developmental Workshop, 1991.

ONGOING COMPETENCIES
Model II (Continued)

C. Critical Thinking

  1. Impact

  2. Choices

  3. Tactics for thinking

D. Research in teaching effectiveness

  Awareness of effective school movement research

E. Classroom management

  1. Catch them being good

Texas Education Agency, Mentoring Developmental Workshop, 1991.

ONGOING COMPETENCIES
Model II (Continued)

2. Positive reinforcement

F. Student evaluation

1. Interpreting test scores

2. Prescribe

3. Evaluate

III. Interpersonal Skills

A. Team building

B. Communication skills

IV. Appraisal Training

Texas Teacher Appraisal System Training (TTAS)

Texas Education Agency, Mentoring Developmental Workshop [illegible]

ONGOING COMPETENCIES

MODEL III

ONGOING COMPETENCIES
Model III (2-1/2 Days)

TIMELINES

First Six Weeks

1.	Counseling	2 Hours
2.	Conflict Resolution	2 Hours
3.	Effective Questions	2 Hours

Second Six Weeks

1.	Coaching/Modeling	1 Hour
2.	Visitations	1 Hour
3.	Solving Problems	1 Hour

Third Six Weeks

1.	Analysis of Instruction	1-1/2 Hours
2.	Feedback	1-1/2 Hours

Sixth Six Weeks

1.	Teacher Reflection	3 Hours
	Total:	15 hours

Texas Education Agency, Mentoring Developmental Workshop, 1991

ONGOING COMPETENCIES
Model III (2-1/2 Days)

I. Clinical Supervision

   A. Analysis of instruction

      1. How to analyze assessment (test) results (disaggregate of data)

      2. Determining student needs - formal/informal

      3. Student grades/history (assessment test results)

      4. Ethnicity/class/special populations

   B. Classroom visitations

      1. Define guidelines for visitations

         a. Informal

         b. Mutually agreed upon

Texas Education Agency, Mentoring Developmental Workshop, 1991.

ONGOING COMPETENCIES
Model III (Continued)

c. Administrative support (schedule)

d. Appropriate feedback

2. Describe "pureness" of process

3. Mentor visits (new teacher/mentor teacher)

C. Feedback

What	When	How
observation	solicited unsolicited	process of feedback

Grade book
Lesson plan
Material
Texas Teacher Appraisal System indicators/results
Physical
Climate
Rapport
Time management
Child/Adolescent development

Texas Education Agency, Mentoring Developmental Workshop, 1991.

ONGOING COMPETENCIES
Model III (Continued)

D. Coaching and modeling

  1. Mutually identify needs of new teacher

  2. Modeling sessions

  3. Coaching sessions

  4. Identify and provide staff development/training for needed skills

  5. Topics for coaching/modeling

    a. Training style

    b. Model of teaching

    c. Critical thinking

    d. Problem solving

E. Interpersonal skills

Texas Education Agency, Mentoring Developmental Workshop, 1991.

ONGOING COMPETENCIES
Model III (Continued)

F. Solving problems/decision making (sample models)

   1. Identify problems
   2. Identify alternatives
   3. Develop action plan
   4. Implement
   5. Evaluate results

G. Effective questioning techniques

H. Conflict resolution

   1. Mentor - mentee
   2. Mentee - student
   3. Mentee - administrator

Texas Education Agency, Mentoring Developmental Workshop, 1991.

ONGOING COMPETENCIES
Model III (Continued)

4. Mentee - parents
5. Mentee - peer

I. Peer counseling skills

1. Trust building
2. Sharing
3. Empathetic behavior
4. Accessibility
5. Confidentiality
6. Setting limits

J. Teacher Reflection

1. Self assessment
    a. Goal planning
    b. Collaboration

Texas Education Agency, Mentoring Developmental Workshop, 1991.

ONGOING COMPETENCIES
Model III (Continued)

c. Discovery

d. Perspective

e. Staying current

Texas Education Agency, Mentoring Developmental Workshop, 1991.

SECTION V. - MENTORING

TABLE OF CONTENTS

Page

A Support System V-1

Rationale V-2

Mentor Training Goals V-3

Definition of Mentor V-4

Mentor Characteristics and Functions V-7

Assumptions About Mentoring V-12

Positive and Negative Aspects of Being a Mentor V-13

Mentor Roles and Responsibilities V-14

What Is a Support Teacher? V-16

Mentor Style Inventory V-19

Personality Traits of Support Teachers V-26

Expectations for Mentors V-28

Mentor Job Description V-29

Plan of Action for Mentor V-31

Operational Definition of Clinical Supervision V-39

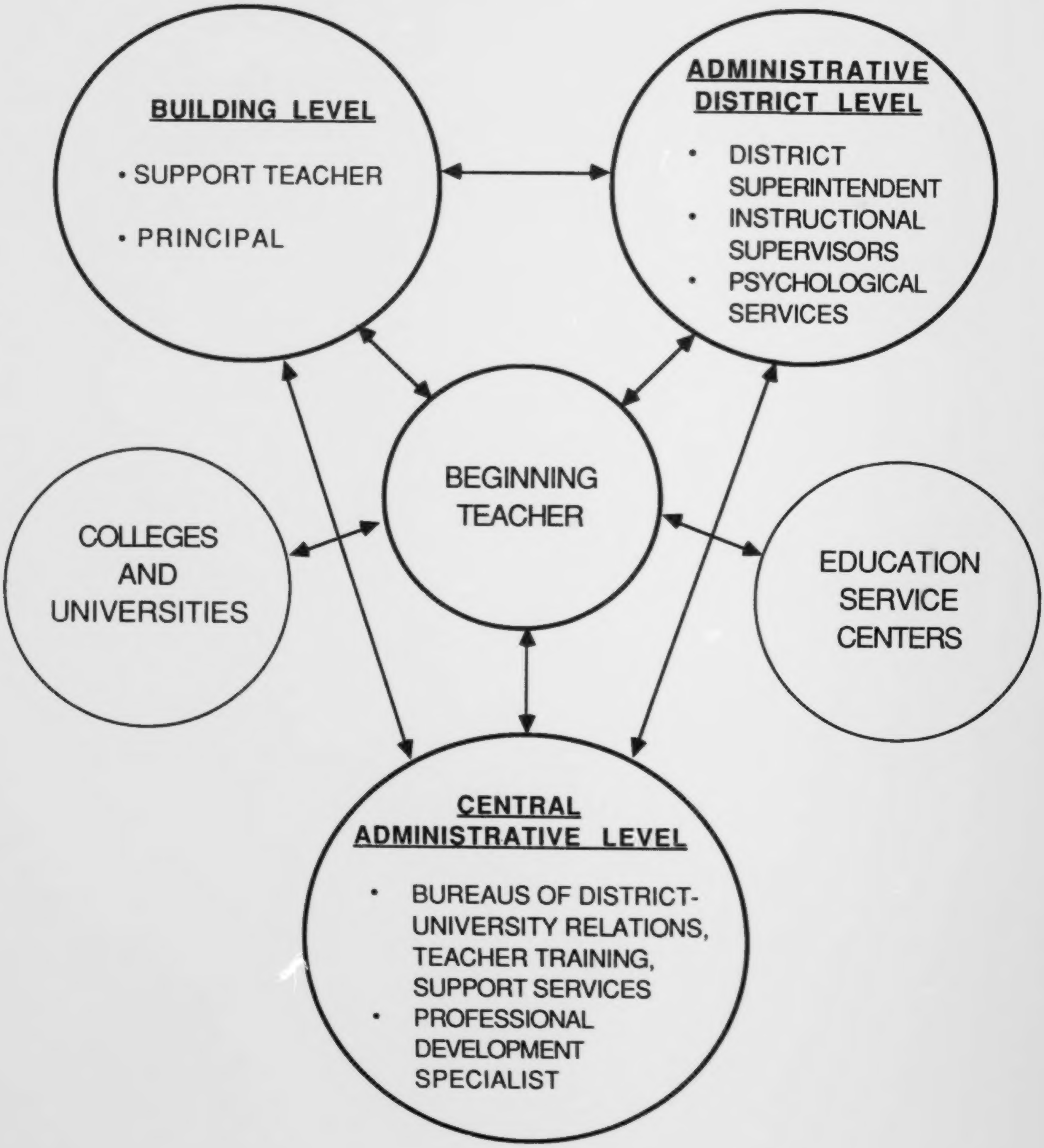
Mentoring Concept Statement V-42

Objectives and Responsibilities of Support Teacher V-43

Roles of Support/Teacher Principal V-45

Guidelines for Success of Mentor V-48
Building Support Teacher Skills V-49
Support Teacher Tips V-50
Mentor Communication Skills V-53
Mentoring, Peer Coaching for First Year Teachers V-59
How To's for Peer Observation V-68
Coaching Teacher Cognition V-72
Journal Writing for Professional Development V-74

A SUPPORT SYSTEM*


BUILDING LEVEL
• SUPPORT TEACHER
• PRINCIPAL
ADMINISTRATIVE DISTRICT LEVEL
• DISTRICT SUPERINTENDENT
• INSTRUCTIONAL SUPERVISORS
• PSYCHOLOGICAL SERVICES
COLLEGES AND UNIVERSITIES
BEGINNING TEACHER
EDUCATION SERVICE CENTERS
CENTRAL ADMINISTRATIVE LEVEL
• BUREAUS OF DISTRICT-UNIVERSITY RELATIONS, TEACHER TRAINING, SUPPORT SERVICES
• PROFESSIONAL DEVELOPMENT SPECIALIST

*Adapted from Selinger, S. Orientation Workshop for Support Teaching, "A Teacher Conservation Program". Houston Independent School District, 1989.

RATIONALE

- In most professions working with experienced practioners is a long standing tradition. Indeed, such internships have been regarded as the right way to begin many careers. For example, both medicine and the law have firmly established traditions of internship. In fact, plumbers and electricians serve apprenticeships under master plumbers and electricians. Peters and Waterman, authors of *In Search of Excellence,* tell us that the best organizations "turn the average Joe and the average Jane into winners." Having proficient educators initiate the newest educators is an idea whose time has come. It is a winning idea.

- Being a support teacher is a helping role. In education, however, the support teacher needs a variety of skills. Communication and conferencing skills, coaching skills, adult learning skills, and consultation skills are but a few of the skills that support teacher needs to help the new teacher gain proficiency, confidence, realistic values, and professional autonomy.

- The prerequisites for an effective support teacher include wisdom, availability, trustworthiness, and commitment. All of you have these traits. Today we will begin fine tuning the support teacher skills you already possess, while learning and practicing new skills.

*Selinger, S. (1989). Orientation workshop for support teachers: a presenter's manual. Houston, TX: Houston Independent School District.

GOALS OF MENTOR TRAINING*

1. To enhance the assimilation of new teachers in to the school environment.
2. To maximize the effectiveness of the first year teacher in the classroom.
3. To facilitate the continuing growth and improved instruction of all teachers.
4. To improve instruction and increase student learning.

---

*Texas Education Agency, Mentor Training Program 1991.

WHAT IS A MENTOR
DEFINITION*

A mentor is an experienced, successful and knowledgeable professional who willingly accepts the responsibility of facilitating professional growth and support of a colleague through a mutually beneficial relationship.

A mentor is one who demonstrates in all excellent manner, a capacity for caring, learning, eliciting, teaching, analyzing, deciding, framing, committing of time, resources, and talents through a dynamic, intentional and interactive process with another.

A mentor teacher is a role model and nurturer who provides guidance and support in all areas for a teacher which, in turn, further extends the development of him/herself.

A mentor is a person who provides unlimited support for a new teacher in the areas of academic, planning, conferencing, etc., in order to help the new teacher experience a successful first year without too much stress and anxiety.

A mentor needs to be a friend with a positive attitude, a caring person, one who is willing to help solve problems as well as share ideas. The mentor should be willing to encourage and have a sense of humor.

A mentor is an experienced teacher whose willingness to assist and support new teachers is readily apparent in his/her attitudes, beliefs and philosophies of teaching.

A mentor teacher is a professional that provides assistance to a first year teacher or another teacher in such areas as professional/academic categories, human/interpersonal areas, and other competency district operations areas. A mentor is one that serves as a "model" that can be emulated toward school improvements. A mentor is a teacher of teachers.

A mentor teacher is an experienced teacher who has a desire to pass on successful strategies, ideas, and materials to another teacher who has not

*Texas Education Agency, Mentor Developmental Workshop, 1991.

experienced any or all of those strategies, ideas and materials, in order that the inexperienced teacher is enhanced in his/her pursuit of successful classroom teaching/learning situations.

It is listening, guiding, sharing, nurturing, providing technical feedback and caring. It is daring to take a chance of getting close to someone and letting others get close to you in order to mutually improve our professional comfort and competencies.

A mentor teacher is a guide, facilitator, protector and professional role model who demonstrates and articulates effective instructional and interpersonal behaviors.

A mentor teacher is a willing guide and coach that provides others as well as him/herself with ongoing education.

An experienced colleague who willingly assists a novice of the teaching profession to develop into a self-correcting, self-directed empowered professional.

A mentor teacher is one who has expertise in one or more areas of effective teaching and uses that to guide another teacher through the process of self-actualizing those areas of expertise.

A mentor is an effective teacher who can nurture a beginning teacher while transmitting knowledge, processes, skills, and behavior to another teacher in such a way as to make the other teacher effective and ultimately self-sufficient.

A mentor teacher is a person who feels very positive about himself/herself and who willingly offers a helping hand or support (both emotional as a friend and academic as someone with strong academic experience) and who knows no time limit or time of day when support is necessary.

A mentor teacher is a guide, an advocate, someone who possesses a large repertoire of Effective Teaching Practices (ETP) and skills, who can convey them to the novice teacher while assisting them with implementation, evaluation and feedback. A mentor teacher is someone who assists the first year teacher make the transition from novice teacher to higher levels of self actualization.

*Texas Education Agency, Mentor Developmental Workshop, 1991.

A mentor is a role model who facilitates professional growth. The mentor guides to improve instructional, management and interpersonal skills.

Mentoring is: teachers talking to teachers about teaching.

The mentor is: an encourager, an instructor, a friend, a support, a giver, and a guiding light.

The mentor must be: sensitive, discreet, wise, knowledgeable, and caring.

A mentor is an effective teacher whose role is to nurture a colleague professionally, intellectually, and emotionally with the goal of helping that teacher develop strategies for the classroom and for the teaching environment that will lead to professional autonomy.

A mentor is an experienced, successful teacher who offers assistance and support to another teacher as he/she develops competency in teaching.

A mentor is an experienced teacher, willing to guide a less experienced or new teacher in such a manner that improves the mentee's: 1. chances of success as a teacher, 2. enthusiasm about teaching, and 3. desire to continue in teaching, and consequently the mentor's own success and enthusiasm is increased. The mentor teacher is one who can guide, listen and assist with the resolution the mentee's instructional and professional problems and dilemmas. The mentor is judged to be appropriate by criteria developed by peers at the local level.

Mentor: an effective professional who is willing to facilitate the growth of another professional in a way that maximizes potential.

A teacher mentor is defined as a person: who enhances the decision making processes of his/her partner through skillful questioning regarding teacher behavior; who provides an information base regarding the craft of teaching that may be accessed by the partner's questions and "wonderings."

---

*Texas Education Agency, Mentor Developmental Workshop, 1991.

CHARACTERISTICS AND FUNCTIONS OF A MENTOR*

1. One of relatively high organizational status who by mutual consent takes an active interest in the career development of another person. (Sheehy, 1976, p. 151)
2. A guide who supports the person's dream and helps put it into effect in the world. (Woodlands Group, 1980, p. 131)
3. One defined not in terms of the formal role, but in terms of the character of the relationship and the function it serves. A mentor's primary function is to be a transitional figure, one who fosters the younger person's development, a mixture of parent and peer. (Levinson, 1978, p. 131)
4. A non-parental career role model who actively provides guidance, support and opportunities for the protege. The function of a mentor consists of role model, consultant/advisor and sponsor. (Sheehy, p. 131)
5. One who personalizes the modeling influences for the protege by a direct involvement not necessarily implied by a role model. Thus, in addition to being a role model, the mentor acts as a guide, a tutor coach, and a confident. (Botlon, p. 198)
6. One who possesses sincere generosity, compassion, and concern. They listen in the Rogerian sense, displaying feelings as well as ideas. (Woodlands Group, p. 920)
7. One who is receptive to looking objectively at accomplishments and giving encouragement, and also running interference for proteges being groomed for higher level jobs. (Thompson, 1979, p. 30)
8. A mentor may act as a host and guide welcoming the initiate into a new occupational and social world and acquainting the protege with its values, customs, resources and cast of characters. (Levinson, p. 98)

---

*Bova, B. M., & Phillips, R. R. (1984). *The mentoring relationship as an educational experience.*

9. A mentor is a person who shares "the dream"--not necessarily a consciously formulated career goal but takes a cherished perception of self (ego ideal). (Misserian, 1982, p. 87)

10. Mentors are influential people who significantly help proteges reach major life goals. They have the power--through who or what they know--to promote welfare, training or career. (Phillips-Jones, 1982, p. 21) (Bova & Phillips, 1984, p. 17)

[*] Bova, B. M., & Phillips, R. R. (1984). *The mentoring relationship as an educational experience.*

PROFESSIONAL SKILLS*

Mentoring

Instructional/Classroom Knowledge Base

Experience

Classroom Management

Knowledge Base

Teaching Subject Matter

Knowing the Ropes (Culture of School)

Multicultural/Bilingual Knowledge

Planning Skills

Exemplary Teacher

Adult Learning

*Texas Education Agency, Mentoring Developmental Workshop, 1991.

PROFESSIONAL SKILLS (Continued)*

Learning Styles

Repertoire Teaching Techniques

Curriculum

Executive Control

Creative Teaching

Assessment Skills

Analysis of Instruction

Ability to Talk About Instruction With Another

Knowledge of Specific Students' Needs

Coaching Cycle

*Texas Education Agency, Mentoring Developmental Workshop, 1991.

PROFESSIONAL SKILLS (Continued)*

Process of mentoring

Conferencing Skills

Process of Cognition (Questions)

Counseling Skills

How Adults Learn

Time Management

Discipline

Texas Teacher Appraisal System

innovations

Current Knowledge

Special Programs

---

*Texas Education Agency, Mentor Developmental Workshop, 1991.

Thoughts on Mentoring*

- Little is known about the actual practice of mentoring.
- Mentoring is valuable, but it is neither easy nor well understood.
- Two mentors can examine the same situation and, through their own filters, see different possibilities.
- Mentoring enhances the mentor's reflections on his or her own teaching.
- Classroom problem situations are more alike than different across schools.
- There are perils and pitfalls in expanding teachers' roles to include mentoring.
- The differences between the role of the experienced teacher as mentor and the principal as instructional leader often require clarification.
- Rewards and frustrations accompany the role of mentor.

Assumptions about Mentoring**

- The mentor has willingness and time to serve.
- The mentor will address teaching and not the teacher.
- Both parties are convinced of the relationship's advantages.
- The mentor's style meets the needs of the first year teacher.
- Initial interactions set the stage for the relationship.

---

*Adapted from Resources & Practices (Dec. 1987). Far West Laboratory.

**Adapted from Shulman & Colbert (1987). The Mentor Teacher Casebook. Goose Creek CISD

- The mentor will not embarrass the first year teacher in front of students or peers.
- The first observation is a turning point for both mentor and first year teacher.
- The mentor shares the support role with the principal.

The Positive and Negative Aspects of Being a Mentor*

- Apprehension of the new role
- Personal professional development
- Satisfaction of helping
- Jealousy/hostility from others
- Guilt at leaving/taking time away from own classes
- Concerns about coaching/demonstrating
- Handling emotions
- When help is refused
- Opportunities to learn

---

*Adapted from Shulman & Colbert (1987). The Mentor Teacher Casebook. Goose Creek CISD.

MENTOR ROLES AND RESPONSIBILITIES*
Goose Creek Consolidated Independent School District

SUPPORT RULES	RESPONSIBILITIES
• listener	• be available and open
• friend	• establish rapport, trust and confidentiality
• advocate	• facilitate socialization into the school and district

INFORMATIONAL ROLES	RESPONSIBILITIES
• policy interpreter	• clarify school and district procedures, norms, expectations, and academic standards
• data collector and interpreter	• observe and provide feedback
• materials resource	• share ideas and materials
• management resource	• suggest ways to organize and manage the school day

INSTRUCTIONAL ROLES	RESPONSIBILITIES
• planner	• facilitate goal-setting
• instructor	• demonstrate effective teaching and student management

---

*Goose Creek Cosolidated Independent School District (1989-90).

• problem-solver	• demonstrate use of information to generate options for class-room situations

PROFESSIONAL	RESPONSIBILITIES
• communicator	• model exemplary interactions with students, parents and other professionals
• motivator	• encourage the first year teacher toward continued growth

*Goose Creek Cosolidated Independent School District (1989-90).

WHAT IS A SUPPORT TEACHER?*

- **TEACHER**
- **GUIDE**
- **MOTIVATOR**
- **ADVOCATE**
- **COUNSELOR**
- **PROTECTOR**
- **SPONSOR**
- **ROLE MODEL**
- **COMMUNICATOR**
- **COACH**

*Education Service Center, Region X (1991). *Mentoring Modules.* Richardson, TX

SENSORY MODALITY CHECKLIST*

The Sensory Modality Checklist assesses the strengths of each of your major sensory modalities-auditory, visual, and kinesthetic. Use it to discover your preferred cognitive style for learning and self-expression.

There are ten incomplete sentences and three choices for completing each. Some of the choices contain more than one option. If any one of those options seem typical of you, score that answer. All of the options do not have to apply to you. Score the three choices by rating (3) to the answer most typical of you, (2) to your second choice, and (1) to the last answer.

Sensory modality checklist

Score (3) to the answer most typical of you.
Score (2) to your second choice, and (1) to the last answer.

1. When I want to learn something new, I usually:
   A( ) want someone to explain it to me.
   B( ) want to read about it in a book or magazine.
   C( ) want to try it out, take notes, or make a model of it.

2. At a party, most of the time I like to:
   A( ) listen and talk to two or three people at once.
   B( ) see how everyone looks and watch the people.
   C( ) dance, play games, or take part in some activity.

3. If I were helping with a musical show, I would most likely:
   A( ) write the music, sing the songs, or play the accompaniment.
   B( ) design the costumes, paint the scenery, or work the lighting effects.

4. When I am angry, my first reaction is to:
   A( ) tell people off, laugh, joke, or talk it over with someone.
   B( ) blame myself or someone else, daydream about taking revenge, or keep it inside.
   C( ) make a fist or tense my muscles, take it out on something else, hit or throw things.

---

*Contreras, G. (1989). *Teacher retention project. The University of North Texas: Advice from the wise: a collegial consultation model for experienced and beginning teachers.* Denton, TX: University of North Texas/Denton Independent School District. Center for Developmental Studies.

5. A happy event I would like to have is:
   A( ) hearing the thunderous applause for my speech or music.
   B( ) photographing the prized picture of a sensational newspaper story
   C( ) achieving the fame of being first in a physical activity such as dancing, acting, surfing, or a sports event.

*Contreras, G. (1989). *Teacher retention project. The University of North Texas: Advice from the wise: a collegial consultation model for experienced and beginning teachers.* Denton, TX: University of North Texas/Denton Independent School District. Center for Developmental Studies.

SAMPLE LEARNING STYLE INVENTORY*

__1. When you really want to study something and learn it well, would you rather, *(a)* work alone, *(b)* study with others having similar interests, *(c)* work by yourself, but in a setting where there are other people around?

__2. Assuming that each of the following modes is effective and that you have a choice, would you most prefer to learn something by *(a)* reading, *(b)* listening, *(c)* observing?

__3. Learning situations that cause you the most concern are those that appear to be *(a)* ambiguous, *(b)* rather closely defined as to the desired outcome, *(c)* without guidelines, where you are completely on your own.

__4. Do you have most trouble learning things that *(a)* use abstract symbols, *(b)* use diagrams and charts, *(c)* use mathematical numbers and figures?

__5. When not really interested in something you are studying, do you find yourself *(a)* able to discipline yourself to study, *(b)* easily distracted by other things, *(c)* going through the motions to look as though you are studying?

__6. When memorizing something, do you find yourself *(a)* developing a theme within which to relate the parts, *(b)* creating a pattern that cues the parts, *(c)* trying to picture the thing in your mind?

__7. Would you prefer to study something that *(a)* involves some creative effort of your own, *(b)*calls for you to apply analytical and critical skills, *(c)* lays out all the points in front of you so you have a chance to understand it?

---

*Contreras, G. (1989). *Teacher retention project. The University of North Texas: Advice from the wise: a collegial consultation model for experienced and beginning teachers.* Denton, TX: University of North Texas/Denton Independent School District. Center for Developmental Studies.

__8. When do you find that you do your best learning *(a)* in the early morning, *(b)* around midday, *(c)* in the afternoon, *(d)* during an "all nighter"?

__9. When studying, do you find that you *(a)* create relationships without being told, *(b)* understand the material but have some difficulty putting it together, *(c)* must be given the "whole" before the "parts"?

---

*Contreras, G. (1989). *Teacher retention project. The University of North Texas: Advice from the wise: a collegial consultation model for experienced and beginning teachers.* Denton, TX: University of North Texas/Denton Independent School District. Center for Developmental Studies.

STYLES IN TEACHING AND LEARNING*

1. **Task Oriented**. These teachers prescribe the materials to be learned and demand specific performance on the part of the students. Learning to be accomplished may be specified on an individual basis, and an explicit system of accounting keeps track of how well each student meets the stated expectations.

2. **The Cooperative Planner.** These teachers plan the means and ends of instruction with student cooperation. They are still "in charge" of the learning process, but with their adult experience and professional background, they guide the students learning. Opinions of the learners are not only listened to, but are respected. These teachers encourage and support student participation at all levels.

3. **The Child Centered.** This teacher provides a structure for students to pursue whatever they want to do or whatever interests them. The genuinely emergent curriculum would fit this style, for pre-planning by the teacher always takes a back seat to the interest and curiosity of the child. This style is not only extremely rare, it is impossible to imagine in its pure form because the classroom, with its adult-child ratio and adult-responsible environment, automatically encourages some interests and discourages others.

4. **The Subject Centered**. These teachers focus on organized content to the near exclusion of the learner. By "covering the subject" they satisfy their consciences even if little learning takes place.

5. **The Learning Center**. These teachers have equal concern for students and for the curricular objectives, the materials to be learned. They reject the overemphasis of both the "child-centered" and "subject-centered" styles, and instead help students, whatever their abilities or disabilities, develop toward substantive goals as well as in their autonomy in learning.

---

*Source: Fischer, B. F., and Fischer, L. (1979). Styles in teaching and learnign. *Educational Leadership, 36*:251. Reprinted with permission of the Association for Supervision and Curriculum Development. All rights reserved.

6. **The Emotionally Exciting and Its Counterpart**. These teachers show their own intensive emotional involvement in teaching. They enter the teaching-learning process with zeal and usually produce a classroom atmosphere of excitement and high emotion. Their counterparts conduct classrooms subdued in emotional tone, where rational processes predominate, and the learning is dispassionate though just as significant and meaningful as in the classrooms of the emotionally more involved teachers.

*Source: Fischer, B. F., and Fischer, L. (1979). Styles in teaching and learnign. *Educational Leadership, 36*:251. Reprinted with permission of the Association for Supervision and Curriculum Development. All rights reserved.

Warm Up Activity
FORCE-FIELD ANALYSIS*

Task: 1. Describe the "ideal" Support Teacher

patient
honest
knowledgeable
experienced
well organized
positive
friendly
sharing
confident
enjoys teaching
resourceful
understanding
flexible
creative
leader
role model
helpful
supportive of programs
versatile
ability to observe
quick thinker
tactful

2. Describe the "ideal" relationship between Support Teacher and Apprentice Teacher.

based on mutual respect
trusting
caring
understanding
supportive
diplomatic
confidential
mutually friendly
emphasis
generous
open communication

What are the forces assisting and restraining the ideal relationship from being achieved?

Assisting (+)

1. available at all times
2. assisting attitude
3. administrative support
4. compatible personalities
5. access to own materials
6. training and information
7. commitment to project

---

*Intercultural Development Research Association (1990-91). *Enhancing the quality and retention of minority teachers in critical shortage areas*. San Antonio, TX: author.

Restraining (-)

1. too busy, lack of time
2. bossy attitude
3. lack of administrative support
4. conflicting personalities
5. lack of materials
6. no training/information
7. lack of commitment

---

*Intercultural Development Research Association (1990-91). *Enhancing the quality and retention of minority teachers in critical shortage areas.* San Antonio, TX: author.

Warm Up Activity
FORCE-FIELD ANALYSIS*

TASK: 1. Describe the "ideal" Support Teacher
   a) characteristic
   b) abilities

2. Describe the "ideal" relationship between Support Teacher and Apprentice Teacher.

What are the forces assisting and restraining the ideal relationship from being achieved?

Assisting (+)

1.

2.

3.

4.

5.

Restraining (-)

1.

2.

3.

4.

5.

---

*Intercultural Development Research Association (1990-91). *Enhancing the quality and retention of minority teachers in critical shortage areas*. San Antonio, TX: author.

Collegiality: A key ingredient, the sharing of authority among colleagues

Key Personal Traits of a Successful Support Teacher*

- Feels secure about himself or herself.
- Has power and knowledge and is willing to share these resources without feeling threatened.
- Is people oriented.
- Likes and trusts the beginning teacher with whom he/she works.
- Takes a personal interest in the career of the beginning teacher.
- Is able to listen with three ears:
    1. listens to what a person says;
    2. listens to what a person does not say; and
    3. listens to what a person wants to say but does not know how to say.
- Encourages the beginning teacher to formulate and express ideas.
- Helps the beginning teacher become self-confident and self-directed.
- Provides moral support, guidance, and feedback to the beginning teacher.

In sum, the support teacher is one who is willing to grow and develop as a tolerant, patient, and perceptive individual whose reward is the personal satisfaction attained by performing his/her duties.

Borich, G. D.(1990). Cogan (1973); ESC's; Olivia (1989); Stephen F. Austin University, (1985).

Desirable Actions by the Support Teacher*

Assists the beginning teacher in such areas as:

- locating and organizing curriculum materials
- developing curriculum
- implementing effective teaching practices
- understanding his/her students so as to make appropriate pre-instructional, during instruction, and post instructional decisions regarding their academic performance

Desirable Qualities of a Beginning Teacher*

- Strives to develop a sense of trust and camaraderie with the support teacher.

- Asks questions and seeks guidance to help gain a better understanding of his/her students and the curriculum which is to be implemented.

- Seeks to understand his or her students' social, cultural, and linguistic background and how it can influence their performance in the classroom.

- Recognizes that growth as a professional educator among individuals varies, but that it nevertheless requires a high degree of commitment and abstract thinking.

Borich, G. D.(1990). Cogan (1973); ESC's; Olivia (1989); Stephen F. Austin University, (1985).

EXPECTATIONS FOR MENTORS[*]

Prior to the beginning of school

1. Attend mentor workshops (approximately 2 days).
2. Meet with the first year teacher during the first year teacher orientation time.
3. Consult with the first year teacher to plan for the first week of school.

After the beginning of school

1. Establish a time for consulting with the first year teacher on a regular basis. (Once a week is suggested.)
2. Initiate and be available for informal visits on a frequent basis, at least twice each week.
3. Arrange to observe the first year teacher and have the first year teacher observe you twice each semester.
4. Help the first year teacher locate supplies and instructional resources.
5. Meet with the building principal to facilitate communications as needed.
6. Assist in program evaluation when requested.
7. Encourage the first year teacher to observe other teachers who are particularly expert.

---

[*] Goose Creek Consolidate Independent School District (1989-90). *Evaluation of new teacher asisstance program.* Baytown, TX: author.

MENTOR TEACHER*

Job Description

TITLE: Mentor Teacher

QUALIFICATIONS:

1. Certified teacher with at least 3 years teaching experience
2. At or above Career Ladder II
3. Willing and enthusiastic about working with other teachers

REPORTS TO: Building Principal or designee

SUPERVISES: Staff members

JOB GOAL: To provide transitional assistance to new teachers so they are comfortable and confident in ulfilling their teaching responsibilities. Consistent with the support role, the mentor will provide instructional assistance, counseling, and general guidance. The mentor will not perform appraisal functions.

PERFORMANCE RESPONSIBILITIES:

1. To provide emotional support through social, non-professional experiences.

2. To attend district inservice on general orientation to the district's programs, including district and state mandated procedures and policies.

3. To assist the new teacher to maintain or build up self-confidence in themselves as effective teachers.

---

*Humble Independent School District (1990-91). Annotated bibliography for teacher induction program. Humble, TX: author.

4. To provide information about district and building practices, policies and regulations.

5. To inform the new teacher of the expectations of the community and the backgrounds of the students.

6. To set aside specific time to conference or talk with the new teacher.

7. To provide assistance with discipline management, teaching ideas and strategies.

8. To assist in preparation for Texas Teacher Appraisal System (TTAS) visits.

---

*Humble Independent School District (1990-91). Annotated bibliography for teacher induction program. Humble, TX: author.

ESTABLISHING A PLAN OF ACTION*

Support Teacher: ____________________
Beginning Teacher: ____________________
District: ____________________
Campus: ____________________

In what area(s) do you feel you need assistance?

Need #1: ____________________

I. Activities: (What activities can we do to address the problem?)

1.

2.

3.

4.

5.

II. Timeline: (When will we accomplish each activity?)

1.

2.

3.

4.

5.

---

*Intercultural Developmental Research Association (1990). *Enhancing the quality and retention of minority teachers in critical shortage areas.* San Antonio, TX: author.

Need #2:____

I. Activities:

1.

2.

3.

4.

5.

II. Timeline:

1.

2.

3.

4.

5.

---

*Intercultural Developmental Research Association (1990). *Enhancing the quality and retention of minority teachers in critical shortage areas.* San Antonio, TX: author.

CONFERENCE CHECKLIST FOR MENTORS*

_____ 1. Consider the first year teacher's current stage of development

_____ 2. Determine the best time to hold the conference

_____ 3. Decide the best place to hold the conference

_____ 4. Verify that the date record contains concrete, objective examples of classroom activities

_____ 5. Verify that the record is accurate, objective, and specific

_____ 6. Base inferences and conclusions on the data record

_____ 7. Prepare and outline the main points to cover

_____ 8. Generate strategies to offer for problem situations

_____ 9. Begin on a positive point

_____ 10. Use language the first year teacher will understand

_____ 11. Cover major objectives in the conference

_____ 12. Elicit input from the first year teacher

_____ 13. Document plans for future growth and observations

_____ 14. Conclude the conference on a positive note

_____ 15. Maintain confidentiality after the conference

---

*Odell, S. J. (1989). *Tips for support teachers working with new teachers.* Department of Curriculum and Instruction. Albuquerque: University of New Mexico.

*Reprinted in Teacher Induction Program, Goose Creek CISD, 1990-91.

PROGRAM EVALUATION*

Teachers

I. New teachers will complete an evaluation instrument at the end of the second week of school on the program segments:

A. District orientation
B. Campus orientation
C. Principal's meetings

II. New teachers will complete an evaluation instrument at the end of the fourth and seventh weeks of school on the program segments:

A. Principal's meetings
B. Mentor
C. General district support
D. Program strengths and weaknesses

III. New teachers will complete an evaluation instrument at the end of the fifth grading period on the total program.

Principals

I. Principals will complete an evaluation instrument at the end of the third week of school on the program segments:

A. Campus orientation
B. Principal's meetings
C. Mentors
D. District support

II. Principals will complete an evaluation instrument at the end of the sixth week of school on program successes and failures to that point.

III. Principals will complete an evaluation instrument at the end of the fifth grading period on program time requirements, program successes and failures, and suggestions for 1990-91.

Mentors

Mentors will complete an evaluation instrument at the end of the third, sixth, and twenty-fourth weeks of school on the program time requirements, program successes and failures, training mentors' needs, and suggestions for future programs.

---

*Goose Creek CISD, Baytown, TX, 1989.

CHECKLIST 6

Suggested Time Frame for Information Sharing with First Year Teachers (Principals and Mentors)*

WEEK 1

Building procedures (review or questions)
Discipline management procedures (review or questions)
Lesson plan questions
Teaching materials and supplies
Professional conduct
Concern, comments, and questions

WEEK 2

Communications with parents, (review or questions)
  - Grading procedures
  - Progress reports
  - Tutorials

Counseling services and child abuse (referral forms)
Special education referrals
Concerns, comments, and questions

WEEK 4

TTAS (review or questions)
Student expectations
Conferences with parents
Grading procedures and policies (grade sheets, scantron)
Testing program (CTBS-TAAS)
Concerns, comments, and questions

WEEK 6

Discipline management follow-up (referral form)
Guidelines for sponsors, field trips, and eligibility (if necessary)
Student progress
Dealing with parent concerns
Concerns, comments and questions about first six weeks

---

*Goose Creek Consolidated Independent School District (1989-90). *Principals' outline first year teache building orientation.* Baytown, TX: author.

WEEK 10

Special concerns or problems
Discipline concerns
Expectations of the next six weeks
Concerns, comments, and questions

WEEK 16

First semester successes
Closing out the semester
Goals for second semester
Concerns, comments, and questions

WEEK 24

Review TTAS procedures and answer questions
Instructional goals for the rest of the year
Parent support
Review of year until now
Concerns, comments, and questions

WEEK 34

Closing out the year
Review of successes
Ways to improve the program
Concerns, comments, and questions

---

*Goose Creek Consolidated Independent School District (1989-90). *Principals' outline first year teachers' building orientation*. Baytown, TX: author.

WRAP UP ACTIVITY
Task Sheet
PLAN OF ACTION*

What steps can be taken to increase the assisting forces and reduce the restraining forces within this relationship?

Steps to increase assisting forces:
Self Concept

1. Positive feedback
2. Encouragement
3. Praise
4. Respect
5. Honesty
6. Reinforcement

Curriculum

1. Share materials
2. Team planning
3. Peer observations
4. Implement properly
5. Pace to students needs

Leadership

1. Be a role model
2. Involve new teacher
3. Provide guidance

Classroom Management

1. Organization/structure of classroom
2. Positive atmosphere
3. Share discipline techniques

---

*Intercultural Developmental Research Association (1990). *Enhancing the quality and retention of minority teachers in critical shortage areas.* San Antonio, TX: author.

Logistics

1. Establish clear set of rules with apprentice teacher
2. Obtain clearance from administration
3. Have high expectations - Be positive
4. Meet after school in a fun place
5. Never display behavior that apprentice teachers might consider negative

---

*Intercultural Developmental Research Association (1990). *Enhancing the quality and retention of minority teachers in critical shortage areas.* San Antonio, TX: author.

Interaction Between Beginning Teacher and Support Teacher Based on Modified Operational Definition of Clinical Supervision*

Rationale and practice of supervision is designed to improve the teacher's classroom performance.

It takes its principle data from the events in the classroom.

The analysis of these data and the relationship between the beginning and the support teacher form the basis of the program, procedures, and strategies designed to improve the students' learning by improving the teacher's classroom behavior.

Related Topics to be Discussed

How beginning teachers and support teachers can utilize their understanding of social, cultural, and linguistic similarities and differences in clinical and developmental supervision settings to address such areas as:

1. Teacher expectations and student achievement.
2. The role of rules and routines in effective instruction.
3. Planning and delivering instruction efficiently and effectively.
4. Monitoring students' responses and providing appropriate feedback to them to help determine the instruction's relevance and overall suitability.

Borich, G. D.(1990). Cogan (1973); ESC's; Olivia (1989); Stephen F. Austin University, (1985).

Developmental Supervision*

Operational Definition of Developmental Supervision for the Support Teacher Training Project:

> A systematic process which will help match the developmental level of the beginning teacher to the type of assistance provided by the support teacher.
>
> Its basic purpose will be to help beginning teachers and support teachers:
>
> - improve the quality of their instruction
> - increase and share their understanding of the sociocultural determinants affecting their students' academic achievement
> - feel comfortable while working in a diverse social, cultural, and linguistic instructional environment
> - develop a higher level of commitment and abstract thinking, thus increasing their instructional effectiveness

Related Topics to be Discussed in Upcoming Meetings:

- Levels of Commitment
- Levels of Abstract Thinking
- Interaction of Commitment and Abstract Thinking
- Leadership Styles
- Ways in Which Different Levels of Commitment and Abstract Thinking can Influence the Type of Leadership Exercised by a Support Teacher
- Ways to Implement a Modified Development Supervision Cycle

---

*Borich, G. D.(1990). Cogan (1973); ESC's; Olivia (1989); Stephen F. Austin University, (1985).

Sources Consulted:

Borich, G.D. (1990). *Observations Skills for Effective Teaching*. Columbus, Ohio: Merrill Publishing Company.

Cogan (1973). *Clinical Supervision*. Boston: Houghton Mifflin.

Effective Teaching and Supervision Training Model prepared by Regional Education Service Centers in Texas (n.d.)

Oliva (1989). *Supervision for Today's Schools*. New York, Longman.

A training manual for effective teaching practices: Feedback techniques, learning climate, teaching strategies, time on task. (May 1985). (Produced at a working conference "Building Training Models for Effective Schools: A Developmental Conference for the Five States") [Sponsored by Stephen F. Austin State University, College of Education and the Technical Assistance Center of the Southwest).

CONCEPT STATEMENT

The Bureau of district-university relations will develop a support system for teachers that

- Facilitates effective and innovative teaching concepts,
- Assists in meeting their individual needs, and
- Supports a dynamic growth process

In a way that

- Enhances motivated and committed teacher attitudes,
- Offers teachers opportunities for continuous improvement of the learning environment, and
- Assists teachers to become active participants in identifying and monitoring their own professional and personal growth

So that students

- Experience the best possible instruction, and
- Benefit from the best possible role models for character development and life-skills enhancement.

---

*Selinger, S. (1989). Orientation workshop for support teachers: a presenter's manual. Houston, TX: Houston Independent School District.

OBJECTIVES FOR THIS SUPPORT TEACHERS' WORKSHOP

SUPPORT TEACHERS WILL:

- Be informed of the expectations and responsibilities of a support teacher in the Houston Independent School District.
- Develop an awareness of the needs and concerns of beginning teachers.
- Begin the process of building specific mentoring skills.
- Network with other support teachers to share thoughts, concerns, and skills.

*Selinger, S. (1989). Orientation workshop for support teachers: a presenter's manual. Houston, TX: Houston Independent School District.

INSTRUCTIONS: QUICKLY REVIEW THE SUPPORT TEACHER'S RESPONSIBILITIES

RESPONSIBILITIES OF THE SUPPORT TEACHER

As a support teacher, you will be responsible for:

- meeting regularly with your protege, formally and informally.
- guiding your protege through the daily operation of the school.
- assessing the professional needs of your beginning teacher.
- demonstrating lessons for your beginning teacher.
- being a role model in all aspects of professionalism.
- developing your skills as a support teacher.
- supporting and counseling your beginning teacher.
- participating in professional development activities.

---

*Selinger, S. (1989). Orientation workshop for support teachers: a presenter's manual. Houston, TX: Houston Independent School District.

SUPPORT TEACHER-PRINCIPAL ROLES*

Please examine, in groups, the following statements. Determine which role carries the primary responsibility for the function. Use the following symbols to indicate your consensus:

ST = Support teacher
P = Principal
B = Both
N = Neither

_____ 1. Plans, schedules and conducts the initial conference.

_____ 2. Assist the beginning teacher in developing collegial relationships with other teachers on the faculty.

_____ 3. Conducts pre-conferences, classroom observations and post-conferences with the beginning teacher.

_____ 4. Explains and interprets the TTAS to the beginning teacher.

_____ 5. Assists the beginning teacher in the development of lesson plans and models teaching skills.

_____ 6. Receives $300 from Houston ISD for services to the beginning teacher and professional development activities.

_____ 7. Provides documentation for the beginning teacher's personnel file.

_____ 8. Makes a determination as to the contract renewal of the beginning teacher.

_____ 9. Attends the initial conference.

---

*Selinger, S. (1989). Orientation workshop for support teachers: a presenter's manual. Houston, TX: Houston Independent School District.

_____ 10. Establishes a pattern of frequent and regular contacts with the beginning teacher for the purpose of supporting him/her.

_____ 11. Serves as the beginning teacher's evaluator.

_____ 12. Serves as a confidante and provides moral support on a day-to-day basis.

---

*Selinger, S. (1989). Orientation workshop for support teachers: a presenter's manual. Houston, TX: Houston Independent School District.

INSTRUCTIONS: SUGGESTED TOPICS FOR DISCUSSION*

- Group support teachers to brainstorm ideas on what to discuss with beginning teacher at the beginning of school.

- Provide the following suggestions as sample discussion items:

attendance - recordkeeping
attendance policy of school
distribution of books
fire drill procedures
use of teacher aides
parking
faculty meetings
tardy policies
discipline methods
professional organizations
procedures for sick and personal business days
format for gradebook
grading scale
school resources (library, duplicating, AV equipment)
seating charts
the importance of first impressions (appearance, initial presentation)
lunchroom procedures
lunch for teachers
clubs and activities
school handbook
athletics
school traditions
the community
roles of other personnel
    counselors
    assistant principals
    dean of instruction
    secretaries/clerks
    opening day procedures and hints

---

*Selinger, S. (1989). Orientation workshop for support teachers: a presenter's manual. Houston, TX: Houston Independent School District.

GUIDELINES FOR SUCCESS AS A SUPPORT TEACHER*

- Schedule meetings between you and the beginning teacher frequently. Being a support teacher requires that participants make time for support activities. This may even involve meetings during non-school hours.
- Stress that you are available at any time for assistance and support
- Maintain confidentiality. You are building a relationship of trust and mutual respect.
- Serve as a role model for the beginning teacher.
- Conduct conferences designed to increase the beginner's self-esteem and feelings of comfort in the school.
- Serve as a resource person for the beginning teacher.
- Assist the beginning teacher in developing relationships with other faculty, staff, and community members.
- Give the beginning teacher the option to accept or reject your suggestions.
- Be flexible.
- Be sensitive to the needs of the beginning teacher.

---

*Selinger, S. (1989). Orientation workshop for support teachers: a presenter's manual. Houston, TX: Houston Independent School District.

INSTRUCTIONS: BUILDING SUPPORT TEACHER SKILLS*

1. Give the following definition of a support teacher:
    - A support teacher is a faithful counselor.
2. Go on to say the following.
    - Although a support teacher's activities and responsibilities may vary with the needs of the beginning teacher, the faithful counselor definition always holds true.
    - A support teacher builds a relationship of trust with the beginner by anticipating needs and answering all questions in a positive manner.
    - So far, we have analyzed the concerns of the beginning teacher. We have looked at principles of adult learning and applied them in role playing communication with beginning teacher. Now, weare going to look at coaching and support skills. We are going to practice the skills needed to overcome what research calls the "double barrier to assistance--beginning teachers are reluctant to ask for help for fear of appearing incompetent; experienced teachers are reluctant to offer help for fear of appearing to interfere."
3. Ask support teachers to brainstorm answers to the question:
    - What is a support teacher?
4. Write all answers on a chart tablet (easel pad).
5. Validate answers by showing Transparency No.7, "What Is a Support Teacher?"
6. Ask support teachers for a description of each item. Accept all answers.

---

*Selinger, S. (1989). Orientation workshop for support teachers: a presenter's manual. Houston, TX: Houston Independent School District.

TIPS FOR SUPPORT TEACHERS WORKING WITH NEW TEACHERS *

- Establish a strong and trusting professional relationship with new teachers.
- Develop mutual respect for each other's competence.
- Commit to a long-term, developmental view of teacher growth.
- Facilitate rather than control the professional development of new teacher.
- Assist rather than assess the progress of the new teacher.
- Notice and build on the strengths of the new teacher.
- Focus on the new teacher's own goals for teaching.
- Agree together on the goals of your work.
- Use classroom data as a basis for analysis and discussion with the new teacher.
- Be a new teacher advocate as you communicate and interact with the principal.

---

*Odell, S. J. (1989). *Tips for support teachers working with new teachers.* Department of Curriculum and Instruction. Albuquerque: University of New Mexico.

MENTOR STYLES*

This section contains ideas to shape your style as a mentor--how you choose to interact interpersonally with the first year teacher. "Tips for Mentors Working with First Year Teachers" is adapted from work by Sandra Odell of the University of New Mexico. Her work sets a foundation for interacting with the new teacher as a fellow professional.

Tips for Mentors Working with First Year Teachers

- Establish a strong and trusting professional relationship with the first year teacher
- Develop mutual respect for each other's competence
- Commit to a long-term, developmental view of teacher growth
- Facilitate rather than control the professional development of the first year teacher
- Assist rather than assess the progress of the first year teacher
- Notice and build on the strengths of the first year teacher
- Focus of the first year teacher's own goals for teaching
- Agree together on the goals for your work
- Use classroom data as a basis for analysis and discussion with the first year teacher
- Be a first year teacher advocate as you communicate and interact with the principal

---

*Odell, S. J. (1989). *Tips for support teachers working with new teachers.* Department of Curriculum and Instruction. Albuquerque: University of New Mexico.

*Reprinted in Teacher Induction Program, Goose Creek CISD, 1990-91.

*Veteran teachers easing beginners into profession**

By MATT FLORES
Express-News Staff Writer

Carol Smith could have used some pointers when she began her teaching career eight years ago.

Now, Smith gives tips to new teachers that makes their jobs easier.

"My first year of teaching was terrible. I had no support," Smith said.

But thanks to a new teacher program at East Central School District, beginning teachers can feel more at ease learning firsthand the ins-and-outs of classroom teaching.

The New Teacher Mentorship Program pairs new district teachers with veteran teachers to help them along during their first year of teaching.

"Teaching can be a real isolating experience," said Ann Berg, assistant superintendent for instructional and personnel services at East Central.

Berg said the program helps prevent new teachers from feeling that isolation, provides teachers with a communications system and supports teachers in dealing with the Texas Teacher Appraisal System and the career ladder.

The program is in its first year and will help the district get a jump on a similar required statewide teacher mentorship plan that will reach 12,000 beginning teachers by the 1991-92 school year.

"The components of the buddy system have been in our schools but this is the first year it's been systematic and districtwide," Berg said. "We're taking the good things from the (older, informal) system and making them better."

"It's great to have someone let you know that the problems you are encountering are the same normal problems other first-year teachers have encountered," said Krista Cover, a first-year English teacher at Oak Crest Middle School.

And having a mentor like Smith, Cover said, is a true blessing.

"We have a peer relationship," Cover said. "She's there to be my friend."

"It's been a great tool for teaching," said Shari Becker, a teacher mentor at Pecan Valley Elementary School.

---

*Express-News, San Antonio, Texas, February 7, 1989.

433

INSTRUCTIONS: PROCESS PHRASES

COMMUNICATION SKILLS*

1. Inform the support teachers that telling beginning teachers how it can be done requires finely honed communication skills. They must be able to determine the teacher's concerns based on conversations; then they can give advice without being critical, overbearing, or authoritarian.

INTRODUCE THE CONCEPT OF PROCESS PHRASES

2. One important way of learning to translate concerns into action is to be an active listener who "picks up" on what are called process phrases. These phrases are linked to learning styles. Theoretically, people learn best when material matches their own learning style. Knowledge of process phrases gives clues to the beginning teacher's learning style. You can then attempt to offer your assistance in a style appropriate for the new teacher.

   Ask the support teachers to study the "Process Phrases" handout. Select some of the phrases to emphasize the distinctions among learning styles. Ask for further examples.

3. Call for a volunteer to role play the following situation. Remind support teachers that the purpose of this demonstration is to develop their ability to apply adult learning principles when communicating with beginning teachers about their problem.

---

*Balger, W. F. School for Management Training for the United States Post Office.

*Reprinted in the *Orientation Workshop for Support Teachers: A Presenter's Manual.* Houston ISD.

430

FEEDBACK OUTLINE*

Feedback is a way of helping another person accumulate information about his/her behavior. Feedback is communication to a person (or a group) that gives that person information about how she or he affects others. *"Does my behavior match my intentions?"* As in a guided missile system, feedback helps an individual keep his/her behavior "on target" and thus better achieve desired goals. Feedback in coaching implies *no judgment*; rather, it is confined to descriptive information concerning the behaviors/skills observed. Remember that you are a resource, never an evaluator.

Following are some criteria for useful feedback:

- Feedback is directed toward behavior which the receiver can do something about. Frustration is only increased when a person is reminded of a shortcoming over which she or he has no control.
- Feedback is specific, rather than general. To be told that one's class is orderly will probably not be as useful as to be told that, "Your students went right to task after you gave complete directions and the signal for them to begin work."
- Feedback is descriptive rather than evaluative. By describing one's own reaction, it leaves the individual free to use the feedback as she or he sees fit. By avoiding evaluative language, the need is reduced for the individual to respond defensively.
- Feedback takes into account the needs of both the receiver and the giver of feedback. Feedback can be destructive when it serves only the giver's needs and fails to consider the needs of the person on the receiving end.

Selinger, S. (1989). Orientation workshop for support teachers: a presenter's manual. Houston, TX: Houston Independent School District.

- Feedback is checked to ensure clear communication. One way of doing this is to have the receiver try to rephrase the feedback she or he has received to see whether it corresponds with what the sender had in mind.

- Feedback is well-timed. In general, feedback is more useful at the earliest opportunity after the observation (depending, of course, on the person's readiness to hear it, support available from other, etc.).

- Feedback is solicited, rather than imposed. Feedback is most useful when the receiver has formulated the focus of the feedback. It is the teacher/receiver who is in charge.

Selinger, S. (1989). Orientation workshop for support teachers: a presenter's manual. Houston, TX: Houston Independent School District.

OBSERVATION AND JUDGMENTAL STATEMENTS*

The following statements are examples either of observation (non-evaluative reports of observations of behavior, without judgmental elements), or judgments (statements which do have an evaluative component), and have those parts of the statements underlined which makes them such. Identify them by marking either an O ("observational" statement) or J ("judgmental" statement) in the space before each statement.

_____ 1. He made good use of classroom procedures.

_____ 2. The lesson was over their heads.

_____ 3. She asked fourteen questions in a five-minute period.

_____ 4. The tall, dark-haired boy is smart.

_____ 5. None of her students smiled.

_____ 6. She used hand gestures 10% of the time she was talking.

_____ 7. Educational television is used frequently in Mrs. Ryan's school.

_____ 8. The student said that his teacher does not give enough tests.

_____ 9. The teacher was hesitant to answer his own questions.

_____ 10. Twice, the teacher said "no" to a student question.

_____ 11. The teacher used "umm" fifteen times during the lesson.

_____ 12. The teacher seldom expanded a student's response.

---

*North Carolina Department of Public Instruction (1989). Mentor Training Program. Raleigh, North Carolina.

*Reprinted in the *Orientation Workshop for Support Teachers: A Presenter's Manual.* Houston ISD.

_____ 13. According to the results of the math quiz three fourths of the students could not solve simultaneous equations.

_____ 14. He did not give enough encouragement to the student's efforts.

_____ 15. The teacher asked, "What's the problem over there?", five times during a fifteen-minute period.

_____ 16. The teacher was enthusiastic 30% of the class time.

---

*North Carolina Department of Public Instruction (1989). Mentor Training Program. Raleigh, North Carolina.

*Reprinted in the *Orientation Workshop for Support Teachers: A Presenter's Manual.* Houston ISD.

SHARING SESSIONS OUTLINE*

Sharing sessions must occur early in the first semester as a way for beginning teachers and support teachers to direct their conversations.

1. Good things that are happening in class
2. Problem areas
   - a. focus on one problem
   - b. analyze cause(s)
   - c. brainstorm solution(s)
   - d. decide on a plan of action
   - e. offer encouragement
3. Closure
   - a. reiterate plan
   - b. set time for next meeting
   - c. end on a positive tone

---

*Blair, D. (1987, November). Training session conducted through Monroe County Community School.

*Reprinted in the *Orientation Workshop for Support Teachers: A Presenter's Manual.* Houston ISD.

MENTORING, PEER COACHING AND SUPPORT SYSTEMS FOR FIRST YEAR MINORITY/BILINGUAL TEACHERS*

What Determines Termination or Looking Forward to the New School Year?

(An excerpt)

During the first year of teaching, beginning minority/bilingual teachers go through a typical pattern of unrealistic expectations, disillusionment, reflection, and reality checks that end in either termination or anticipation for the new school year. These fluctuations seem to dovetail with events in the school. For instance, we can take these almost month by month and predict what is happening to the teachers and the types of problems they are encountering and the mood swings as they attempt to cope on their own.

AUGUST. Beginning teachers come to the work place with great expectations and anticipation of many positive things to come. For many, it is their first full-time job. It is a "professional" job, unlike the part-time menial jobs held all through college in order to make it this far. They hold romantic notions of what teaching is, how they will impact upon the lives of their linguistic minority students and perhaps even the lives of their students' parents. They are ready to change the world. However, reality soon sets in with a multitude of problems. Many immediate problems have to do with classroom management, discipline, and other in-classroom factors. However, out of the classroom problems seem to have a greater positive or negative impact. These are: the type of bilingual or pseudo-bilingual at the school, administrative support for the program, peer status and amount of peer support, availability of instructional resources, and the type and combination of students given to the teacher, e.g. lower-level students, problem students, three or four reading levels.

---

*Calderon, M. (1990). *Mentoring peer coaching and support systems for first year minority/bilingual teachers.* El Paso, TX: The University of Texas at El Paso.

*Chapter to appear in *Successful Cultural Diversity: Classroom Practices for the 21st Century.* Robert De Villar and Jim Cummins, editors, in press.

The most common problems identified by the beginning teachers and their typical questions are further described in the Mentoring/Coaching Topics section below.

SEPTEMBER/OCTOBER. When their problems are not resolved and their questions go unanswered, disillusionment sets in. First, some teachers are finding out about now what they learned at the university is practically irrelevant. Other teachers feel that the school setting is one where the status-quo versus student and teacher empowerment is the norm. They are now convinced that outmoded teaching practices are rewarded and creative innovative teaching is threatening to their powerful colleagues. Second, kid germ warfare has invaded and they themselves are fighting off all types of colds they never knew existed. Third, their first pay check went to pay loans and buy materials for bulletin boards so there is hardly any money left to last until the end of the month.

NOVEMBER/DECEMBER. All aspects of a teacher's life have probably hit rock bottom around November. Report cards, holiday activities, parent conferences, standardized testing, inservice workshops and conferences, all converge to keep the novice from accomplishing the lessons that take so long to prepare. Fortunately, Thanksgiving comes along and rest, recuperation, loved ones and reflection help the teachers get back on their feet. Acknowledging that the semester is almost over, teachers find a surge of new energy and commitment. Christmas vacation helps even more.

JANUARY. Renewal and rebirth comes in January. This is also the time when students surprise teachers. Out of the blue, Juanito starts to speak English, Tran can decode, Lisa knows how to multiply! All the teacher's efforts have finally paid off!

•Calderon, M. (1990). *Mentoring peer coaching and support systems for first year minority/bilingual teachers.* El Paso, TX: The University of Texas at El Paso.

•Chapter to appear in *Successful Cultural Diversity: Classroom Practices for the 21st Century.* Robert De Villar and Jim Cummins, editors, in press.

FEBRUARY. The euphoric state lasts probably until February when it is replaced by fear and threat of incompetence. Insecurities set in again with talk of standardized tests coming up, teacher evaluations, end of the year accountability. Soon, "there aren't enough days in the week to teach everything my students haven't learned!"

MARCH/APRIL. All thoughts are turned inward and this becomes a very stressful time. Teachers begin to reflect upon the future. "Should I stay in this school?" "Would another grade level be better?" "Should I quit altogether?" "Should I just stop trying so hard?" "How do the other teachers get away with all this, anyway?"

MAY. By now the teacher has made a decision--to continue or to terminate. Termination can take one of several forms. Sometimes the least harmful form of termination is the physical termination from teaching when the teacher decides to leave the profession altogether. However, there are more harmful ways of terminating: (1) stagnation--where the teacher decides to stay at a level of homeostasis, guarded from any threats to his/her sense of well-being, by becoming very passive in nature, totally obscure and withdrawn; (2) frustration--where the teacher wants to quit one minute and stay the next. "If only..." is a common phrase, usually accompanied by tears; and (3) apathy--where the teacher takes on a very negative view of teaching, of his/her students of the whole schooling system and becomes a negative force in faculty meetings, workshops and worst of all, to his/her students.

Although supported teachers experience the same hurdles and problems as any other beginning teacher, the difference is that there is someone to help them during those critical moments. Supported teachers end the year in positive anticipation toward the next year.

The support system that the teachers with positive outcomes experienced consisted of a year-long series of workshops, meetings, peer-coaching cycles and school-based activities that supported both beginning and mentor teachers. The key elements of the support system and teachers' views are interwoven here as they were in the development of this model.

---

*Calderon, M. (1990). *Mentoring peer coaching and support systems for first year minority/bilingual teachers.* El Paso, TX: The University of Texas at El Paso.

*Chapter to appear in *Successful Cultural Diversity: Classroom Practices for the 21st Century.* Robert De Villar and Jim Cummins, editors, in press.

THE TRAINING PROCESS

The process for the training program consisted of the combination of the following elements:

1. Presentations followed by the study of the theoretical basis or the rationale of effective school correlates, teaching methods, coaching, and reflective teaching.
2. The observation and experiencing of demonstrations of effective instructional practices.
3. Practice with feedback of new communicative strategies and teaching behaviors at the workshops.
4. Reflection activities followed by discussion of application and formulation of action plans.
5. Syntheses and debriefing at the end of each workshop.

Cooperative learning techniques such as the Jigsaws, team building, dramatization, role-playing, team products, Group Investigation, Roundtable, Write-Around, Think-Pair-Share, and others were used to conduct the training sessions. Cooperative learning was selected for the staff development activities for the purposes of accelerating the acquisition of knowledge, team unity and cohesiveness, and the development of trusting relationships. Cooperative learning activities were deliberately designed to help build a secure environment for creativity, experimentation and synergy where teachers could learn to value each other, respect differences, and collaborate in multiple tasks. Cooperative processes were sequenced so that teachers could acquire effective strategies for consensus seeking, problem solving, inquiry/reflection, of their own teaching, and for processing new learnings about instruction, mentoring and peer-coaching.

---

*Calderon, M. (1990). *Mentoring peer coaching and support systems for first year minority/bilingual teachers.* El Paso, TX: The University of Texas at El Paso.

*Chapter to appear in *Successful Cultural Diversity: Classroom Practices for the 21st Century.* Robert De Villar and Jim Cummins, editors, in press.

THE TRAINING FOR INSTRUCTIONAL CONTENT

The topic "Educational Needs of Diverse Student Populations" guided one component of the content of the training. Specific topics dealing with instruction of language minority students were presented through the district staff development program. Beginning teachers also had a choice of sessions on reading in the primary language, English as a Second Language (ESL), and many other related topics for further enhancing the teaching skills they needed.

The second component dealt with beginning teacher survival skills--the basic how to's: How to hold a parent conference, order materials, get an advance until the first pay check arrives, make the first pay check last until the end of the month, etc. These will be discussed further in the Coaching section.

As required by the funding agency, the third component of the content of the training also had to include effective schools research and center on the following correlates:

1. Clear instructional focus
2. High expectations and standards
3. Safe and orderly climate
4. Frequent monitoring of student achievement
5. Active parent involvement
6. Principal as Instructional Leader**

Cooperative learning strategies were used at the workshops to present, apply and internalize implications of Effective Schools Correlates and

---

*Calderon, M. (1990). *Mentoring peer coaching and support systems for first year minority/bilingual teachers*. El Paso, TX: The University of Texas at El Paso.

*Chapter to appear in *Successful Cultural Diversity: Classroom Practices for the 21st Century*. Robert De Villar and Jim Cummins, editors, in press.

effective instruction for language minority students. After internalizing the content, teachers remained in groups for discussion of classroom application and problem solving. After each activity a debriefing session was held to process the cooperative structure that was used with them and to find relevance to their own classroom use. Thus, at each session, teachers were able to learn several things: (1) effective instruction for language minority students, (2) effective school correlates, (3) how to use Cooperative Learning strategies in their classroom, and more importantly (4) how to reflect, debrief and further enhance critical thinking.

THE TRAINING FOR PEER-COACHING AND MENTORING

The coaching/support component was organized around the following premises: Coaching is a learned skill, and coaching is the art of effective communication. "Coaching is at least as difficult as the introduction of new teaching practices, and both are more difficult than we would like to think" (Bird and Little, 1983).

Coaching programs have failed in many school districts for the following reasons:

1. Countervailing norms of collegiality prevail, where teachers are used to working in isolation.

2. Mentor programs are governed by competitive bureaucratic rules instead of collaborative decision making.

3. Mentors and novices are not trained adequately on the technical aspects as well as effective communication strategies.

---

*Calderon, M. (1990). *Mentoring peer coaching and support systems for first year minority/bilingual teachers.* El Paso, TX: The University of Texas at El Paso.

*Chapter to appear in *Successful Cultural Diversity: Classroom Practices for the 21st Century.* Robert De Villar and Jim Cummins, editors, in press.

4. When there are threats of self-esteem, social identity and relations with others because seeking or giving help represents a threat to self-esteem.

5. When there are structural and cultural constraints such as teacher misassignment, work overload, no release time for observations, traditional norms of teacher status.

Calderon (1984) and Calderon and Marsh (1988) found that well planned systematic coaching/mentoring programs were the foundation for empowerment of minority teachers, bilingual teachers and non-minority teachers working with language minority students. However, the empowerment only occurs when the mentors and beginning teachers receive systematic training and formal preparation for coaching and a support system that sustains the spirit of collegiality or 'familia'.

Mentoring/Coaching Topics

Mentoring and coaching topics were organized into two categories: Instructional and Personal/Social. The following list self-identified areas for attention and most common questions asked by beginning teachers was used to help mentor teachers focus on their mentee's needs.

A. Instructional

1. **Classroom Management/Organization of Instruction.** I have problems getting classes started promptly, keeping students on task, giving suitable rewards, maintaining discipline, and establishing routines. I have LEP students, monolingual Spanish and monolingual English speaking students, how do I group them? I have two grade level combinations and some LEP students, what do I do? How do I set up my learning centers? When do I conduct ESL? How is the language arts block split between first and second language instruction? What is the best time allocation for each content area?

---

*Calderon, M. (1990). *Mentoring peer coaching and support systems for first year minority/bilingual teachers*. El Paso, TX: The University of Texas at El Paso.
*Chapter to appear in *Successful Cultural Diversity: Classroom Practices for the 21st Century*. Robert De Villar and Jim Cummins, editors, in press.

2. **Delivery of Instruction.** Do I present material clearly, in an organized and systematic fashion, with appropriate examples and instructional materials? Do I give attention to all or most of my students? Are the rest of the students on task when I am working with a small group? Is there a balance among instructional strategies? Are the interests of students and cultural balance taken into account during instruction? Are transitions smooth and rapid? Do I provide on-going feedback to students? Do I get the message across in both languages?

3. **Time Management.** I run out of time to accomplish everything planned for the class period. How do I handle paperwork and administrative detail efficiently? I spend too much time in the evenings and on weekends grading and keeping up with paperwork. I am physically and emotionally drained and very tired. Help me plan my life better.

4. **Curriculum Planning.** My lesson plans are unrealistic, my students finish too quickly (or never finish). Am I covering the content accurately? Should I plan for a week or one day at a time? How do I modify this curriculum for the non-English speakers?

5. **Instructional Materials.** Do I have all the textbooks, curriculum guidelines, manipulatives and other materials that the rest of the teachers have? I don't have enough materials in either language. Where do I obtain those? Which other teachers like to share materials? Which materials are best to use with x, y, z?

6. **Relationships with Parents.** What is the school's protocol in terms of parent conferences, informal contacts and so forth? How do I conduct my first open-house session. What do I do when a parent is angry? How well do I communicate with non-English speaking parents? With parents from different cultural backgrounds? What should I do to get more parent volunteers? What message should I send home with the students?

---

*Calderon, M. (1990). *Mentoring peer coaching and support systems for first year minority/bilingual teachers.* El Paso, TX: The University of Texas at El Paso.

*Chapter to appear in *Successful Cultural Diversity: Classroom Practices for the 21st Century.* Robert De Villar and Jim Cummins, editors, in press.

7. **Evaluation, Grading, Reporting.** Are my tests appropriate? How can I be sure of my students' progress? What are the grade-level expectations and the standard applied to student grades? What's the relationship between grading and evaluation? Am I giving too many grades or not enough? How do interpret these grades to parents?

8. **Teacher Appraisals**. How do I prepare for my upcoming appraisal? What happens if...? Can I rehearse with you? What have you done before? Do I have to adhere to every item on the instrument?

B. Personal/Social Topics

1. **Working With colleagues.** How do I get other teachers to collaborate with me? Who will be a positive influence on me? What is the principal like? What committees should I volunteer for? What formal or informal group exist in the building? How can I develop a better professional/social relationship with other teachers?

2. **Financial Management.** What bank do you use? Which retirement plan should I buy into? Where do you shop? How do you make your pay check last? Where can I get a loan? How much should I spend on classroom materials, student activities, student rewards?

3. **Personal Comfort/Peace of Mind.** How am I doing so far? What do other teachers say about me? The bilingual teachers? The principal? Will this ever get any easier? I just made the most horrible mistake. Will I ever be forgiven? How can I make things better? Am I cut out to be a teacher? How do you cope with x, y, z? How can I better address the needs of my students?

---

*Calderon, M. (1990). *Mentoring peer coaching and support systems for first year minority/bilingual teachers.* El Paso, TX: The University of Texas at El Paso.

*Chapter to appear in *Successful Cultural Diversity: Classroom Practices for the 21st Century*. Robert De Villar and Jim Cummins, editors, in press.

Some How To's For Peer Observation*

Peer observation is an effective and inexpensive method to develop awareness of classroom processes and promote self-development. Research by Mohlman (1982) indicates that teachers experiencing peer observation as a part of an ongoing program changed their behavior more in recommended ways than did a group of teachers who received coaching. Subsequent studies by Stallings found the attitudes of the teachers involved in the peer observation were consistently positive.

Two primary reasons were given for linking peer observation. The first related to being the observer, the second to being the observee. As the observer, teachers said, "I had a chance to see how someone else works." "It helped me to see how well Greg (a student) behaved in math; he doesn't pay attention in my English class." "I liked the game John (the teacher) used at the end of math class. He kept everyone involved right up until the bell rang."

As the observee, teachers said, "I stopped being afraid to be observed when I knew the records were confidential and were for my own use." "I liked being able to raise questions about specific children's behavior based on the Time on Task record." "I liked looking at the 'data' and raising my own questions rather than having someone else telling me what's right and wrong." "The seating chart helped me plan so that all children have a chance to speak each day." "I actually liked having another teacher in my room. We have become friends!"

Such statements are typical of the more than 250 teachers participating in the Stallings Effective Use of Time Program. A survey conducted at the end of the training period indicates that each group of teachers chooses the peer observations and the profiles as their favorite parts of the program. This is surprising because most of the teachers approach peer observations with reluctance and a substantial fear of being criticized or humiliated by their peers.

---

*Stallings, J. Making Assignments. University of Houston-Northwest. Houston, TX.

The fear and apprehension teachers feel regarding criticism from their peers is understandable. Thus, it is important to introduce peer observation in a way that will reduce fears regarding criticism. The first step is to state clearly the confidential nature of what teachers see or hear in each other's classroom. It is so confidential that an oath of confidentiality is signed stating that what was seen or heard in the classroom will not be spoken of outside of that classroom. The observation data collected by Teacher A (the observer) in Teacher B's classroom are given immediately to Teacher B (the observed). Each teacher brings his or her own data to a meeting where a facilitator helps them analyze their own data. This is accomplished by asking each teacher to consider questions such as those listed in attachment B for off-task students. The teachers interact and may ask each other questions about how to handle particularly difficult students.

Another simple and informative peer observation also uses a seating chart, but in this case the Teacher/Observer A records each time the observed Teacher B speaks to any child. This is recorded by code on a seating chart. This allows Teacher B to examine exactly which students he/she spoke to and the nature of the interaction. This is followed by a discussion of the observation led by the facilitator.

Critical to effective peer observation are the following procedures:

1. Introduce peer observation as being a confidential objective observation.

2. The observation systems used should be very objective. Subjective observations are open to differences of opinion. Opinions can't differ about the percent of time specific students are off-task. The appropriate amount of time to be off-task can be discussed, but not whether or not the students are off-task.

3. The observations should be focused on single behaviors, e.g., students off-task, number and types of questions asked, feedback given, distribution of time to activities,

---

*Stallings, J. Making Assignments. University of Houston-Northwest. Houston, TX.

grouping arrangements, teachers' monitoring patterns. It is best to focus first on the students. Teachers feel easier starting by looking at students--and then at their own behavior.

4. The administrator must make time available for teachers to conduct peer observations. Secondary teachers may observe each other during their preparation periods, e.g., Teacher A observes Teacher B during Teacher A's first hour preparation period; Teacher B observes Teacher A during B's second hour preparation period. Another solution is for the administrator to take Teacher A's class so that Teacher A can observe Teacher B. Yet another solution is to hire a substitute teacher who could move from teacher to teacher allowing five or more teachers during one day to observe each other.

5. All teachers must prepare a seating chart with students' names and give it to the teacher who does the observing. Teachers should call on students by name to help the observer know who is being spoken to.

6. The administrator must appoint a facilitator and make time available for teachers to analyze and discuss their observation records. Teachers each analyze their own data following the facilitator's guiding questions. Teachers also raise their own questions.

7. The meetings should be kept small (6 to 8) so that each participant can have ample opportunity to discuss problems and solutions.

8. The meeting environment should be conducive to growth. People grow and change best when they feel secure and supported. If the meeting is after school, suggest that participants take turns bringing snacks (fruit, coffee, sweets). Sharing helps people feel a part of the group.

*Stallings, J. Making Assignments. University of Houston-Northwest. Houston, TX.

9. Make it fun! Applaud and give gold stars or prizes when people make improvement, e.g., students on task rate increases from 69 percent to 83 percent, or teachers are observed to increase thought-provoking questions, checks for understanding, or positive corrective guides.

*Stallings, J. Making Assignments. University of Houston-Northwest. Houston, TX.

COACHING TEACHER COGNITION*

Robert Garmston
Associate Professor
California State University, Sacramento

I'm pleased by the presence of several agendas on the educational horizon, among them the increasing recognition of teacher-as-decision maker. To move this agenda beyond the hypothetical, however, we must locate and apply effective approaches that support and promote informed teacher decision making.

Cognitive Coaching, which specifically focuses on teacher thought, is one such model. Its roots lie in original Goldhammer and Cogan ideas about clinical supervision (a collegial relationship to foster the teacher's freedom to act self-sufficiently) rather than some recent "supervision" models which are often teacher evaluation in disguise.

In Cognitive Coaching, the teacher, not the observer, makes evaluations about what is good, bad, appropriate, inappropriate, effective, ineffective and makes suggestions for improvement. This is important and rewarding, because it is these invisible skills of teaching, the thinking processes that underlie instructional decisions, that produce superior instruction.

Districts which use Cognitive Coaching as a systemwide model for supervision or as a collegial approach to peer coaching often discover that one of the most difficult skills for many supervisors and coaches to learn is the withholding of evaluation in postconference. Consider what happens to teacher thinking when a supervisor or peer coach says,

- Nice job!
- You had a great ratio of higher-level questions in the lesson.
- That wasn't too effective.
- Here is what you should do.

---

*Garmston, R. *Effective school characteristics.* Sacramento, CA: California State University.

In most situations, these comments, while well-intentioned, shut down teacher thinking. When our goals for teachers become improvements in instruction thought, we select, just as we do with students, the tools that best promote thinking. These tools include withholding of judgment, open-ended questions, mediative questions, silence, paraphrasing, probing, and summarizing. For example, here are some questions coaches ask that facilitate teacher analysis, cause-effect, thinking, inference building, self-evaluation and self-prescription:

- How did you do at meeting your objectives?
- What data seems to support that line of thinking?
- What do you think the problem is? How might you find out?

When we ask open-ended questions like these, we must be prepared to withhold judgment in responses.

Why is it so hard for supervisors and peer coaches to refrain from making evaluations? One reason may be because we've lived so long with some clinical supervision models in which the server's job is to label, analyze, reinforce, and teach the teacher. The ability to evaluate and concisely communicate evaluations are important skills within those models. Furthermore, withholding of judgment would probably be counterproductive in districts which view the act of teaching as labor. In these systems, there are often some prescribed "right" ways to teach. Finally, observer judgment is important in the technical coaching models Bruce Joyce and Beverly Showers have developed to transfer training from supervisor to teacher.

[*] Garmston, R. *Effective school characteristics.* Sacramento, CA: California State University.

Mentorship Through Journal Writing as a Means of Professional Development for Staff Developers*

The fact is that our primary value concerns our need to help ourselves change and learn, for us to feel that we our growing in our understanding of where we have been, where we are, and what we are about, and that we are enjoying what we are doing...To help others change without this being preceded and accompanied by an exquisite awareness of the process in ourselves is "delivering a product or service" which truly has little or no significance for our personal or intellectual growth (Sarason, 1972, p. 122).

Staff developers are often "made" overnight with the wave of an administrator's wand. For most staff developers, the steps in becoming a staff developer are a mystery. They assume responsibilities unlike their previous responsibilities and are expected to be ready the moment they are appointed.

Without a support base or a close collegial relationship, staff developers often become even more isolated in their struggle toward professional development than the classroom teachers with whom they work. For many emerging staff developers, the new role lacks opportunities to engage in meaningful and productive relationships with other staff developers. The tools of the trade seem to be acquired mostly from experience. The work is challenging, and opportunities for collaboration are few.

Furthermore, the professional development of a staff developer is too often a low priority for them. In many school districts, opportunities for professional growth for administrators and teachers take precedence over those for staff developers. Staff developers rarely afford themselves or have access to equitable opportunities for their own professional growth.

One solution to this dilemma is the mentorship. Mentor-protege relationships offer excellent professional growth opportunities for staff developers at all stages in their careers. In this article, we share the meaning, methods, and rewards of our mentor-protege relationship. In doing so, we will discuss the basic assumptions we held as we entered our

---

*Killion, J. P. and Todnem, G. R. (1989). Mentorship through journal writing as a means of professional development for staff developers. *Journal of Staff Development*, 10(3), 22-26.

mentor-protege relationship, provide samples of our written dialogues, and share insights we have gained from a long term professionally and personally satisfying relationship.

Our Beginning

Our mentor-protege relationship began as Joellen gave Guy some helpful feedback about his instruction of a training program that she developed. Even though Guy was an experienced staff developer, he recognized the value of debriefing as well as reflecting on and questioning the decisions he makes when teaching adults. As we talked about the value of the teaching session, we realized that there were limited opportunities to continue these conversations.

Our Approach

Faced with both the desire to continue the mentor-protege relationship and the constraints of the distance between work places, we decided to use a "dialogue journal" as a means of continuing what we had begun in face-to-face conversations. A dialogue journal is an interactive journal between a writer and a responder in which writing is the means of organizing new information and experiences, discovering relationships, and clarifying ideas (Lehr, 1980).

In our case, the protege (Guy) wrote about his thoughts, reactions, ideas, and reactions. Following each entry, the mentor (Joellen) reacted, responded to, gave feedback, and posed questions. For us, the dialogue journal was a convenient and relatively cost-effective means to communicate given the constraints of distance. The journal process, however, became a significant method for reflecting, analyzing, and restructuring thoughts.

The dialogue journal offers a write-respond-reread format that extends beyond discussions. Unlike face-to-face discussions between mentor and protege, the journal provided a permanent record of our interaction. This permanent record became a source of continued discussion, learning, and reflection for each of us. Writing and reflecting in the dialogue journal, then, was a critical means of improving our performance as professionals.

---

*Killion, J. P. and Todnem, G. R. (1989). Mentorship through journal writing as a means of professional development for staff developers. *Journal of Staff Development*, 10(3), 22-26.

Throughout this article, brief passages will be excerpted from the sometimes extensive entries for the various dates.

> *August 5, 1988, I mailed my first journal book to the coach [mentor] today. I'm anxious to read her comments. I thought it might be appropriate to set some goals for myself. I want to be able to do instead of know on these topics: school improvement process, curriculum development, clinical supervision. GT*
>
> *August 15, 1988. I'll respond to each entry and then give you some general feedback. OK? I want you to feel free to respond to my comments also. It's important that we spend time responding and reacting rather than just listening. Your input will also help me judge what is comfortable for you, and what is the most effective way of communicating. JK*

Basic Features of Mentorships

Zimpher and Rieger (1988) provided a broad and comprehensive discussion of the issues related to mentoring. We were able to discover the reasons why our mentoring relationship is so meaningful through their discussion about various ways to design programs, the functions of mentoring, and the conditions necessary for mentoring.

Our notion of mentoring is based on what we consider to be the five critical attributes of mentoring: collaboration, comprehensiveness, mutuality, helping, and informality.

1. **Collaboration.** We view our relationship as collaborative. We each have limited opportunities within our work settings for professional discussions and exchanges about the meaning of our work, so we sought the opportunity elsewhere. We give and take from each other in a balance. First, the mentor sets the direction, then the protege leads. The focus is on our continued growth, change, and emergence as staff developers. We value the need to look for the new and unusual, and to always work at the edge of our competence rather than being comfortable with complacency.

---

*Killion, J. P. and Todnem, G. R. (1989). Mentorship through journal writing as a means of professional development for staff developers. *Journal of Staff Development*, 10(3), 22-26.

> *August 28, 1988. After spending about 2 hours this week roughing out the presentation outlines, I have the writing time this week actually forced me to know the material. And thinking through the training strategies caused me to remember I was working with adult learners. And making myself script and "time out" the presentations - yes, I mean actually writing - helped me realize what I know and need to know about the contact. Exhilarating! Thanks, coach, for all I've learned from you. GT*

> *September 7, 1988. Remember when we talked about bases of power? How your first base is content and your second is delivery? You're there, on the brink of seeing the totality. You are at the moment of recognizing the crucial interaction between teaching and learning. JK*

2. Comprehensiveness. Clawson (1980) found that comprehensiveness distinguishes significant mentorships from less significant mentorships. The mentor's regard for the protege extends beyond the single focus of work and includes the individuals intellectual and personal development. The freedom to question openly, without the slightest consideration of reprisal, to suggest even non-traditional and unconventional alternatives, and to push each other to the limits enables us to grow and learn.

Early in our mentoring, we clearly recognized the importance of focusing on "practices and their consequences, rather than on persons and their competence" as Bird (1985, p.25) suggested. This distinction allows us to dig in deeply and to discuss sensitive issues while maintaining personal and professional dignity.

> *September 16, 1988. I'm being changed. I can feel it. Polished molded, sandpapered, textured - I don't know how to select the words yet. Everything I do forces me to stay with the basics. I realize I am being forced to concentrate on the content and the participants. Just as coach wrote. The basics. GT*

> *October 10, 1988. Guy, this feeling of being changed, polished, molded, sandpapered, textured is an awakening. Celebrate it! You have become a reflective practitioner when you recognize*

---

*Killion, J. P. and Todnem, G. R. (1989). Mentorship through journal writing as a means of professional development for staff developers. *Journal of Staff Development*, 10(3), 22-26.

> *these changes that you are causing in yourself. You have discovered through our mutual writing that writing is a very powerful reflective tool. Others may be convinced that thinking it through in their heads is as valid and valuable as this way. I am only able to convince them otherwise if they take the leap as you did: tolerate the struggle and eventually lean back in order to regain those thoughts from a more permanent source to use productively in shaping and molding their own development. JK*

3. Mutuality. In her study of significant mentorships, Hardcastle (1988) found that proteges were attracted to their mentors' sense of commitment, which was modeled and shared through their actions and words. Proteges reciprocate with commitment and dedication to their mentors. We established our mentor-protege relationship with a mutual commitment to the relationship, which is rooted in openness, trust, and honesty. Balance, symmetry, and reciprocity are inherent in our mentorship. What we offer each other always comes back to us in multiples. Erich Fromm (1956) stated it so well:

> *In thus giving of his life, he [the mentor] enriches the other person, he enhances the other' sense of aliveness. He does not give in order to receive; giving is in itself exquisite joy. But in giving he cannot help bringing something to life in the other person, and this which is brought to life reflects back to him; in truly giving, he cannot help receiving that which is given back to him (p 24-25).*

> *September 18, 1988. Coach, your comments about bases of power and content first gave me much to reflect about. I am self-critical so that my sessions are occasionally process-oriented, so, after your on-target note, I decided I would force myself to develop the content first. It has necessitated my attention to content alignment since I am working with multiple contact strands. This is good, however, because it protects me from assuming my content selections. GT*

*Killion, J. P. and Todnem, G. R. (1989). Mentorship through journal writing as a means of professional development for staff developers. *Journal of Staff Development*, 10(3), 22-26.

> *October 10, 1988. Funny you are now talking about your own power bases. Go with what you know about these bases. The content alignment is crucial, but with all that you are doing, do you ever get overloaded? Go back to what you know. Remember that we have talked about clarity, responsibility, and responsiveness as important in our work. JK*

4. Helping. Our mentoring relationship is a helping one. Gehrke (1988) made a critical distinction between helping and assistance. A helper is someone who gives without expectation of renumeration. The receiver accepts the help with a social obligation to help someone later. Assistance is service given to someone in a socially neutral way and with no future commitment.

Gehrke (1988) believes that the mentor's first gift is sharing "a new and whole way of seeing things" (p. 192). It is a wisdom that takes years to formulate but is given unselfishly to the protege. In essence, this perspective becomes the gift of life. It awakens the protege as "a stirring, a recognition of the import of the gift, of the strength or talent, of the possibilities for one's life - a point where someone sees the potential for genius in you" (Gehrke, 1988, p.192). The gift must be received by the protege with a desire to improve and a sense of obligation to the mentor. Finally, the gift must be passed on. Through struggles and careful reflection, the gift is now even more valuable and must be passed to a new recipient.

We value the gift of life and learning that we exchange with each other and regard the new insights we have gained as precious tools to help each of us achieve our potential. We feel strongly obliged to continue to widen the circle of mentors and proteges.

> *September 27, 1988. During the Principal's Conference sessions today I was a member of a discussion group of school leaders who were searching for ways to protect themselves from becoming isolated professionally and personally. I was so proud to take a few moments to elaborate for them the process of using a dialogue journal and also the qualities of a mentor: listening, reflecting, forgiving analysis, and responding. They were impressed! In fact, two people formed*

---

*Killion, J. P. and Todnem, G. R. (1989). Mentorship through journal writing as a means of professional development for staff developers. *Journal of Staff Development*, 10(3), 22-26.

a mentor protege partnership on the spot, and I'll meet with them later this week to help them begin their dialogue journal process. GT

October 10, 1988. Interesting! In Gehrke's definition/metaphor of mentoring, she talks about several characteristics or phases of gift giving: (a) the creation of the gift, (b) the awakening of the protege, (c) the commitment to labor, and (d) the passing of the gift on to new recipients. The gift, the legacy of writing and coaching has passed on. Thank you for completing the cycle. I feel honored that my gift to you, in reality, is nothing more than the gift of you to yourself. JK

5. **Informality**. Our work is informal. Ward (1986) makes a distinction between informal and formal activity. She views informal activity as feedback about performance and exchange of ideas and advice. Formal activity involves training to increase effectiveness. According to Hardcastle (1988), "significant mentorships are not brief, formal or one-way exchanges. They take time to develop and evolve through mutual interaction and according to the personal styles of the two individuals" (p. 202).

For us, the informal focus is essential. The mentor facilitates growth by causing reflection and analysis of practice, rather than directing growth by providing new sets of skills and techniques. Little, Galagaran, and O'Neal (1984) indicated that "facilitation is more respectful of colleagues toward their humanity and work" (p. 19). Maintaining the gentleness, the questioning, and the listening are paramount to our success.

October 30, 1988. This is the first entry in two weeks and I feel so differently about nearly everything. I am concerned with the people of these schools and I am looking at my calendar to find days for school visits. I have changed my focus considerably. Earlier, I was more concerned with my training, presenting, and scheduling decisions, but now I am much more tuned into school time and people time so I can listen to them and understand their needs. GT

---

*Killion, J. P. and Todnem, G. R. (1989). Mentorship through journal writing as a means of professional development for staff developers. *Journal of Staff Development*, 10(3), 22-26.

> *November 9, 1988. What is surprising is that from your new perspective as a learner, each challenge continues to open new opportunities. You are searching, reaching for new ways to offer assistance to teachers, ways to help them personalize beyond the large class setting, to promote that internalization of their learning. I am increasingly reminded of how desperate teachers are for collegiality and camaraderie. JK*

Our mentor-protege relationship evolved over a period of time and, as it continues to evolve, it grows in depth and breadth. It began as an advisory one and then gradually expanded. Now it energizes, encourages, and revitalizes our work. Our relationship is firmly rooted in collaboration, comprehensiveness, mutuality, helping, and informality.

Our Insights*

The process of mentoring through dialogue journal writing has given each of us deeper insight into our work. In the following section, we share some of these insights.

Guy's Insights

Using a journal approach in our mentoring relationship has heightened and accelerated my personal and professional growth. The process of writing puts me in touch with myself in many ways. The write-respond-reread format helps me realize that my earliest staff development concerns were about the mechanical aspects of planning and presenting. Rereading my entries and reflecting on Joellen's responses enable me to discover that a thorough understanding of the content and the development of presentation materials allow me to focus intently on the participants.

Now, my approaches to planning, presenting, and participants are indeed woven throughout my being. I realize, too, that whenever I reread a journal entry - and I frequently do - I discover insights about my personal and professional theories which previously were unknown to me.

Writing-responding-rereading has led me to a system of experiencing-learning-relearning. Maintaining my skills and personal theories is now possible because I can support them with specific journal entries. In

---

*Killion, J. P. and Todnem, G. R. (1989). Mentorship through journal writing as a means of professional development for staff developers. *Journal of Staff Development*, 10(3), 22-26.

truth, I find myself within the journal and it feels good. Yet, none of this would have been possible without an empathetic partner. I am constantly aware that Joellen was at the receiving end of my journal. Knowing that she was willing to be my journal partner, eager to support me, and committed to making time to respond, makes the critical difference in my devotion to journal writing and our mentoring relationship.

Joellen's Insights

Our mentoring relationship is a mutual professional and personal journey that we embarked on for the purpose of learning about our craft. Through the process, I clarify theories and practices at a conscious level that I previously was unable to describe. Through the process of writing, reflecting, and responding I am able to formulate hypotheses, test them, and reformulate hypotheses, test them, and reformulate ideas as I never had before. I not only gain the ability to describe my implicit ideas and beliefs so that I can generalize from my storehouse of experiences, but I am now able to describe them clearly enough so that they might benefit others. Hunt (1987) calls this process the inside out approach, becoming aware of the self knowledge that causes our actions.

Through the process of responding to my protege, I had to verbalize so explicitly that I've come to know more about my own behaviors. I was encouraged by Guy's willingness to dig, define, contemplate, reflect, share, dialogue, and learn with me. In his personal reflections on teaching and learning Rogers (1969) wrote that learning is his primary goal for teaching, that he learns best by trying to understand how an experience seems and feels to another person, and that learning is a process of stating and trying to clarify what puzzles him.

These conclusions describe the experience of mentoring for me. I am a learner alongside Guy as we engage in "reciprocal reflection-in-action" (Schon, 1987). I not only describe what I know to Guy, but I question him, listen to him, check his level of understanding, compare his in-practice decisions with my own, and reflect with him on our interactions.

The experience of writing and mentoring fills me with a sense of wholeness. I believe that I am more the learner than my protege. What we are experiencing, I now realize, is the true relationship between teaching

---

*Killion, J. P. and Todnem, G. R. (1989). Mentorship through journal writing as a means of professional development for staff developers. *Journal of Staff Development*, 10(3), 22-26.

and learning: they are simultaneous processes in which the teacher and learner cannot be distinguished from one another, either by an outside observer or by themselves. For this realization, I am grateful.

Recommendations

From our experience, we recommend mentoring through the dialogue journal as a practical means of providing personal and professional development opportunities for staff developers. While being less time consuming and costly, the benefits were as great than face-to-face coaching. The dialogue journal between a mentor and a protege builds collegiality, bridges the gap of isolation, and encourages reflection about our work.

For those interested in beginning a mentor-protege relationship, we recommend that you:

- Find a willing colleague with whom you feel comfortable.
- Make a commitment to the process in both time and effort.
- Spend time with your colleague discussing the parameters of the relationship so that it is beneficial to both of you.
- Discuss not only the content of your work with your colleague, but also the mentor-protege relationship and how it is progressing and can be enhanced.
- Commit to your own professional development.

Conclusion

Mentoring adds a sense of purpose to the reflection and analysis of our work. It provides the opportunities to build connections with other staff developers and to acquire skills and knowledge to expand the professional practices of staff developers. Mentoring relationships among staff developers provide support, the opportunity to acquire skills and knowledge, the camaraderie necessary to share needs and concerns, and the vehicle through which they may receive recognition for their work.

---

[*] Killion, J. P. and Todnem, G. R. (1989). Mentorship through journal writing as a means of professional development for staff developers. *Journal of Staff Development*, 10(3), 22-26.

References

Bird, T. (1985). *From teacher to leader: Training and support for mentor teachers, master teachers, and teacher advisors.* Unpublished manuscript, The Far West Regional Educational Laboratory, San Francisco, CA.

Clawson, J. (1980). Mentoring in managerial careers. In C.B. Derr (Ed), *Work, family and the career* (pp. 144-165). New York: Praeger.

Fromm, E. (1956). *The art of loving.* New York: Harper and Row.

Gehrke, N. (1988). Toward a definition of mentoring. *Theory into Practice,* 27(3), 190-200.

Hardcastle, B. (1988). Spiritual connections: Proteges' reflections on significant mentorships. *Theory into Practice,* 27(3), 201-208.

Hunt, D. (1987). *Beginning with ourselves: In practice, theory, and human affairs.* Cambridge, MA: Brookline Books.

Lehr, F. (1980). Writing as learning in the content areas. *English Journal,* 69(8), 22-23.

Little, J. Galagaran, P. & O'Neal, R. (1984). *Professional development roles an relationships: Principles and skills of "advising"* (Contract No. 400-83-003), San Francisco, CA: National Institute of Education.

Rogers, C. (1969). Personal thought on teaching and learning. In C. Rogers (Ed.), *Freedom to Learn: A view of what education might be* (pp. 271-279). Columbus, OH: Merrill.

Sarason, S. (1972). *The creation of settings and the future societies.* San Francisco, CA: Jossey-Bass.

Schon, D. (1987). *Educating the reflective practitioner.* San Francisco, CA: Jossey-Bass.

Ward, B. (1986). State and strict structures to support initial year of teaching programs. In G.A. Griffin and S. Millies (Eds.), *The first years of teaching: Background papers and a proposal* (pp. 35-64). Chicago: University of Illinois State Board of Education.

Zimpher, N. & Rieger, S. (1988). Mentoring teachers: What are the issues? *Theory into Practice*, 27(3), 175-182.

471

MENTORING AND THE ADMINISTRATOR

TABLE OF CONTENTS

Supervisory Beliefs Inventory V-86

Principal's Evaluation of First Year Teacher Program V-93

Principal's Orientation Agenda V-100

Walk-Abouts V-105

Principal As Coach V-111

Principal's Responsibilities V-116

Needs Assessment V-118

THE SUPERVISORY BELIEFS INVENTORY*

This inventory is designed for supervisors to assess their own beliefs about teacher supervision and staff development.** The inventory assumes that supervisors believe and act according to all three of the orientations of supervision, yet one usually dominates. The inventory is designed to be self-administered and self-scored. The second part lists items for which supervisors must choose one of two options. A scoring key follows, which can be used to compare the predictions of Part I with actual beliefs indicated by the forced-choice items of Part II.

Part I. Predictions *(Check one answer for each question.)*

Questions	nearly 100%	about 75%	about 50%	about 20%	about 0%
1. How often do you use a directive approach (rather than either of the other two approaches) in supervising teachers?	_____	_____	_____	_____	_____
2. How often do you use a collaborative approach (rather than either of the two approaches) in supervising teachers?	_____	_____	_____	_____	_____
3. How often do you use a non-directive approach (rather than the other two approaches) in supervising teachers?	_____	_____	_____	_____	_____

*This instrument has been field tested six times with 90 supervisors and supervisor trainees. Responses between the options indicated "good" item discrimination. The items were also critiqued by teachers, curriculum specialists, and college professors in education for theoretical consistency. Dr. Roy T. Tamashiro of the Ohio State University developed this inventory with me.

**Glickman, C. D. (1990). *Supervision of instruction: a developmental approach.* Needham Heights, MA: Allyn and Bacon.

Part II. Forced Choices

Instructions: Circle either A or B for each item. You may not completely agree with either choice, but choose the one that is closest to how you feel.

1. A. Supervisors should give teachers a large degree of autonomy and initiative within broadly defined limits.
   B. Supervisors should give teachers directions about methods that will help them improve their teaching.

2. A. It is important for teachers to set their own goals and objectives for professional growth.
   B. It is important for supervisors to help teachers reconcile their personalities and teaching styles with the philosophy and direction of the school.

3. A. Teachers are likely to feel uncomfortable and anxious if the objectives on which they will be evaluated are not clearly defined by the supervisor.
   B. Evaluations of teachers are meaningless if teachers are not able to define with their supervisors the objectives for evaluation.

4. A. An open, trusting, warm, and personal relationship with teachers is the most important ingredient in supervising teachers.
   B. A supervisor who is too intimate with teachers risks being less effective and less respected than a supervisor who keeps a certain degree of professional distance from teachers.

5. A. My role during supervisory conferences is to make the interaction positive, to share realistic information, and to help teachers plan their own solutions to problems.
   B. The methods and strategies I use with teachers in a conference are aimed at our reaching agreement over the needs for future improvement.

---

*Glickman, C. D. (1990). *Supervision of instruction: a developmental approach.* Needham Heights, MA: Allyn and Bacon.

6. In the initial phase of working with a teacher:
    A. I develop objectives with each teacher that will help accomplish school goals.
    B. I try to identify the talents and goals of individual teachers so they can work on their own improvement.

7. When several teachers have a similar classroom problem, I prefer to:
    A. Have the teachers form an ad hoc group and help them work together to solve the problem.
    B. Help teachers on an individual basis find their strengths, abilities, and resources so that each one finds his or her own solution to the problem.

8. The most important clue that an inservice workshop is needed is when:
    A. The supervisor perceives that several teachers lack knowledge or skill in a specific area which is resulting in low morale, undue stress, and less effective teaching.
    B. Several teachers perceive the need to strengthen their abilities in the same instructional area.

9. A. The supervisory staff should decide the objectives of an inservice workshop since they have a broad perspective of the teachers' abilities and the school's needs.
    B. Teachers and the supervisory staff should reach consensus about the objectives of an inservice workshop before the workshop is held.

10. A. Teachers who feel they are growing personally will be more effective in the classroom than teachers who are not experiencing personal growth.
    B. The knowledge and ability of teaching strategies and methods that have been proven over the years should be taught and practiced by all teachers to be effective in their classrooms.

---

*Glickman, C. D. (1990). *Supervision of instruction: a developmental approach.* Needham Heights, MA: Allyn and Bacon.

11. When I perceive that a teacher might be scolding a student unnecessarily:
    A. I explain, during a conference with the teacher, why the scolding was excessive.
    B. I ask the teacher about the incident, but do not interject my judgments.

12. A. One effective away to improve teacher performance is to formulate clear behavioral objectives and create meaningful incentives for achieving them.
    B. Behavioral objectives are rewarding and helpful to some teachers but stifling to others also, some teachers benefit from behavior objectives in some situations but not in others.

13. During a pre-observation conference:
    A. I suggest to the teacher what I could observe, but I let the teacher make the final decision about the objectives and methods of observation.
    B. The teacher and I mutually decide the objectives and methods of observation.

14. A. Improvement occurs very slowly if teachers are left on their own; but when a group of teachers works together on a specific problem, they learn rapidly and their morale remains high.
    B. Group activities may be enjoyable, but I find that individual, open discussion with a teacher about a problem and its possible solutions leads to more sustained results.

15. When an inservice or staff development workshop is scheduled:
    A. All teachers who participated in the decision to hold the workshop should be expected to attend it.
    B. Teachers, regardless of their role in forming a workshop, should be able to decide if the workshop is relevant to their personal or professional growth and, it not, should not be expected to attend.

---

*Glickman, C. D. (1990). *Supervision of instruction: a developmental approach.* Needham Heights, MA: Allyn and Bacon.

Scoring Key

Step 1: Circle your answer from Part II of the inventory in the columns below:

Column I	Column II	Column III
1B	1A	2A
	2B	2A
3A	3B	
4B		4A
	5B	5A
6A		6B
	7A	7B
8A		8A
9A	9B	
10B		10A
11A		11B
12A	12B	
	13B	13A
14B	14A	
	15A	15B

Step 2: Tally the number of circled items in each column and multiply by 6.7.

2.1 Total response in Column I ____ x 6.7 = _____
2.2 Total response in Column II ____ x 6.7 = _____
2.3 Total response in Column III ____ x 6.7 = _____

Step 3: Interpretation

The product you obtained in step 2.1 is an approximate percentage of how often you take a *directive approach* to supervision, rather than either of the other two approaches. The product you obtained in step 2.2 is an approximate percentage of how often you take a *collaborative approach*, and step 2.3 is an approximate percentage of how often you take a *nondirective approach*. The

---

*Glickman, C. D. (1990). *Supervision of instruction: a developmental approach.* Needham Heights, MA: Allyn and Bacon.

approach on which you spend the greatest percentage of time is the supervisory model that dominates your beliefs. If the percentage values are equal or close to equal, you take an eclectic approach. You can also compare these results with your predictions in Part I.

What To Do With Your Score

You now have a basis by which to look at the orientation with which you are most comfortable. If your scores for two or three orientations were about equal (30 percent nondirective, 40 percent collaborative, and 30 percent directive), you are either confused or more positively eclectic. If you are eclectic, you probably consider varying your supervisory orientations according to each situation. Practitioners of one orientation might become more effective by learning the very precise supervisory behaviors that are needed to make that orientation work. To think that supervision is collaborative is incomplete until one knows how to employ techniques that result in collaboration. Many supervisors profess to be of a certain orientation but unknowingly use behaviors that result in different outcomes. Therefore, *the first aim of this book is to help supervisors become proficient in practicing their beliefs about supervision. The second aim is to "elasticize" supervisors' practice so they can move knowingly across the spectrum of behaviors to accommodate differences in teachers.* After becoming proficient in one orientation, supervisors might become proficient in all orientations and ultimately able to use the same variations of approaches in meeting the developmental needs of teachers that teachers use in meeting the individual needs of students.

To clarify the distinctions between these three orientations, a standard set of procedures will be explained in the next chapter. Five steps of clinical supervision - (1) preconference, (2) observation, (3) analysis and interpretation, (4) postconference, and (5) postanalysis - will be used to compare how each step differs in each of the orientations. The three supervisory approaches might be explained according to steps used in making staff decisions,

---

*Glickman, C. D. (1990). *Supervision of instruction: a developmental approach.* Needham Heights, MA: Allyn and Bacon.

curriculum development, or inservice activities, but the steps of clinical supervision were chosen because they are familiar to most readers. Clinical supervision has been appearing in the literature on supervision for the past decade. For our purposes, readers need to acquainted only with a brief description of clinical supervision. As Goldhammer (1969, p. 54) wrote:

> If the reader will conceptualize "clinical" in the following manner, then we will be thinking of it in the same way. First of all, I mean to convey an image of face-to-face relationships between supervisors and teachers. History provides the principal reason for this emphasis, namely that in many situations presently and during various periods in its development, supervision has been conducted as supervision from a distance, as, for example, supervision by committees of teachers. "Clinical" supervision is meant to imply supervision up close.

The type of behaviors used during each step of the model (preconference, observations, and so on) depends on the supervisor's orientation and his or her purpose in working with a particular teacher. *This is not a book about clinical supervision.* Rather, clinical supervision is our framework for understanding the variations of supervisory orientations. For reading on clinical supervision, the reader might find the following materials helpful.

Boyan, N. J. and Copeland, W. D. (1978). Instructional Supervision Training Program. Ohio: Charles E. Merrill Publishing Company.
Cogan, M. L. (1973). Clinical Supervision. Boston: Houghton Mifflin Publishing Co.
Goldhammer, R. (1969). Clinical Supervision: Special Methods for the Supervision of Teachers, New York: Holt, Rinehart, and Winston, Inc.
Sullivan, C. G. (1980). Clinical Supervision: A State of the Art Review, Alexandria, Va.: Association for Supervision and Curriculum Development.
The Supervisory Process - Helping Teachers to Improve Instruction (1977). (Videotape) Alexandria, Va.: Association for Supervision and Curriculum Development.

---

*Glickman, C. D. (1990). *Supervision of instruction: a developmental approach.* Needham Heights, MA: Allyn and Bacon.

GOOSE CREEK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
Baytown, Texas

EVALUATION OF NEW TEACHER ASSISTANCE PROGRAM*

(By Principals)
1989-90

The district implemented a new teacher assistance program in August to help our new teachers and to prepare us to develop our induction year program that we will be required to have in the future. We would like your help in evaluating this program and its effectiveness so that we can improve it for next year. Please answer the questions below and return to Anneene by September 29.

I. How many formal meetings have you had with your new teachers since September 4?

1 - 7%　　2 - 36%
3 - 36%　　4 - 21%　　_____

II. What has been the average length of these meetings?

10 min. - 7%　　15-20 min. - 13%
20-30 min. - 67%　　45 min. + - 13%　　_____

III. Have your new teachers actively participated in these meetings?

Yes _____　　No _____

IV. Have the meetings helped you to identify some areas where new teachers need direction?

Yes _____　　No _____

---

*Goose Creek Consolidated Independent School District (1989-90). *Evaluation of new teacher assistance program*. Baytown, TX: author.

V. Do you feel that the new teachers appreciate the opportunity to meet and discuss school issues?

Yes _____ No _____

VI. Do you feel that having campus mentors is a help to new teachers?

Yes _____ No _____

VII. List three things that you think we should do to improve the program.

1.

2.

3.

VIII. List three things that you think we should do to improve the program.

- Share feedback from new teachers and mentors
- Peer coaching materials need to be shared with both groups at the same time
- Have routine meetings of mentor with assignments (districtwide) if not already scheduled
- Keep campus administrators more aware of program
- Better orientation at beginning
- Specific responsibilities of mentors

---

*Goose Creek Consolidated Independent School District (1989-90). *Evaluation of new teacher assistance program.* Baytown, TX: author.

- Estimated amount of time mentors can expect to spend with new teacher
- Send out material sooner
- Have meeting in the spring to discuss and evaluate program
- New teacher evaluation in the spring
- Include buddies in meetings and evaluations (2)
- Defer to later date--meetings are a problem when school begins--have a few weeks after school starts (2)
- Mentor would be more effective if she was more available--mentor is teaching full load
- Give mentor more direction in observations
- Keep stressing importance of meeting weekly
- Include teachers new to the district, not just first year teachers
- Mentor should check with new teacher daily

*Goose Creek Consolidated Independent School District (1989-90). *Evaluation of new teacher assistance program.* Baytown, TX: author.

Teachers can be viewed along a commitment continuum moving from low to high.

Commitment Continuum[*]

Low	High
• Little concern for students	• High concern for students and other teachers
• Little time or energy expended	• Extra time or energy expended
• Primary concern with keeping one's job	• Primary concern with doing more for other

One might readily identify teachers in a school or organization along this continuum. Some teachers fall in the low end, some at the high end, and many fall somewhere in between. For example, a teacher of moderate commitment might work in "spurts" or single out one particular academic area to work hard on and neglect others, or work diligently with a particular group of students and spend less time with others. Most teachers, as most of us, fall into that middle range.

If level of commitment were the only variable to emerge as a key factor to successful instructional improvement, then we could begin matching supervisory orientation accordingly. However, another important variable must be considered when working with teachers. That variable is their ability to think abstractly.

---

[*] Glickman, C. D. (1990). *Supervision of instruction: a developmental approach.* Needham Heights, MA: Allyn and Bacon.

The Supervisory Behavior Continuum - Directive Orientation

T	1 Listening	2 Clarifying	3 Encouraging	4 Presenting	5 Problem Solving	6 Negotiating	7 Demonstrating	8 Directing	9 Standardizing	10 Reinforcing	t
s		(a)Supervisor clarifies teacher's problems		(b)Supervisor presents ideas on what and how information will be collected			(d)Supervisor demonstrates appropriate teaching behavior	(c)Supervisor directs teacher on what actions will take place	(e)Supervisor sets baseline data and standard for improvement	(f)Supervisor uses material or social incentives	S

Key: T = Maximum teacher responsibility S = Maximum supervisor responsibility
t = Minimum teacher responsibility s = Minimum supervisor responsibility

Product: Assignment for the Teacher

The Supervisory Behavior Continuum - Collaborative Orientation

T	1 Listening	2 Clarifying	3 Encouraging	4 Presenting	5 Problem Solving	6 Negotiating	Demonstrating	8 Directing	9 Standardizing	10 Reinforcing	t
s											S
				(a)Supervisor presents perceptions of areas for improvement							
		(b)Supervisor asks teacher to present perceptions of areas for improvement									
	(c)Supervisor listens to teacher										
					(d)Supervisor and teacher propose alternative actions						
						(e)Supervisor and teacher revise, reject, and agree on plan					

Key: T = Maximum teacher responsibility S = Maximum supervisor responsibility
t = Minimum teacher responsibility s = Minimum supervisor responsibility

Product: Supervision and Teacher Contract

Developmental Directionality of the Supervisory Behavior Continuum

reinforcing
standardizing
demonstrating
negotiating
problem solving
presenting
encouraging
clarifying
listening

Control	teacher low superivsor high			supervisor low teacher high
Directionality	Directive →	Collaborative →		Nondirective →
Teacher Type	Teacher Dropout	Analytical Observer	Unfocused Worker	Professional
Teacher Level	Low Abstraction Low Commitment	High Abstraction Low Commitment	Low Abstraction High Commitment	High Abstraction High Commitment

GOOSE CREEK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
Baytown, Texas

PRINCIPALS' OUTLINE FIRST YEAR TEACHERS'* BUILDING ORIENTATION

SUGGESTIONS ON WAYS TO ANSWER FIRST YEAR TEACHERS' QUESTIONS

I. "How can I control these butterflies in my stomach?"

A. Hospitality: coffee, etc.
B. Name tags, get-acquainted time
C. Reassurance of providing help

II. "What would be helpful for me to know about you, my principal?"

A. Teaching background
B. Tenure at this school
C. Family
D. Educational philosophy

III. "How can I ever find my way around this building?"

A. Building map and tour of building
B. Administrative offices
    1. Assistant principal(s)
    2. Principal's secretaries
    3. Attendance office: reporting procedures for students, sign-in for staff
    4. Counseling offices
    5. Nurse procedures
    6. Faculty mailboxes

---

*Goose Creek Consolidated Independent School District (1989-90). *Principals' outline first year teachers' building orientation.* Baytown, TX: author.

C. Other areas

1. Cafeteria, schedules for lunch
2. Library: resources/equipment, check-out procedures, aides' assistance
3. Teachers' workroom, utilization procedures, aides' assistance
4. Special education areas
5. Subject-area or grade-level wings or areas
6. Lounge, faculty rest rooms
7. Computer lab
8. Bus area
9. Building contact person (testing, curriculum, etc.)
10. Designated parking areas

IV. "What do I need to know about building and GCCISD policy?"

A. School mission and goals
B. Teachers' handbook, grade book, plan book and students' handbooks and cumulative folder
C. Board Policy Manual
D. Curriculum guides and essential elements
E. Discipline management procedures
F. Grading procedures and progress reports
G. Sample forms: attendance sheet, reporting slips/passes, textbook requests, discipline referral, supply requests
H. Procedures for issuing textbooks to students, scheduling of classes
I. Procedures for getting substitutes
J. Policy on approval for letters to parents
K. Special information for itinerant teachers: substitutes, paychecks, travel log, PTA, etc.
L. Checklist of basic materials in classroom
M. Special duties

*Goose Creek Consolidated Independent School District (1989-90). *Principals' outline first year teachers' building orientation.* Baytown, TX: author.

V. "Who in the building should I go to for help with my questions about my subject/grade level?"

A. Role of principal and assistant principal
B. Building contact persons (curriculum testing, special education, ESL, computers, etc.)
C. Role of coordinators
D. Mentor assignment

VI. "What are some things that I would need to know about this community?"

A. Attendance area
B. Socio-economic makeup (apartments, etc.)
C. Family structures (single parents, international)
D. Dominant languages

VII. "With regard to the community and specifically the parents, what types of communication efforts am I expected to make or which might be the most effective?"

Public relations skills--positive and professional image

VIII. "During the school year, what guidelines and suggestions do you have for on-going communication?"

A. Written notes, newsletters, homework assignments, grading report cards, progress reports, etc.
B. Oral conferences (personal, telephone, drop-in), home phone number
C. Building procedure for conference documentation
D. The Baytown Sun and school contact person

IX. "As far as the school community is concerned, what types of interaction should I engage in?"

A. Parent Teacher Association
B. Work with volunteers
C. Outside-of-school activities

*Goose Creek Consolidated Independent School District (1989-90). *Principals' outline first year teachers' building orientation.* Baytown, TX: author.

CHECKLIST 5

PLANNING FOR INSTRUCTION*

	ITEM	CHECK WHEN READY	NOTES
1.	How much time will you allocate for lesson? For different parts of the lesson?		
2.	What activities will you plan to create interest in the lesson? For different parts of the lesson?		
3.	How will you help students make connections to previous learning?		
4.	What procedures will students need to know to complete the activities you have planned? How will you teach new procedures?		
5.	What materials will be needed? Will any of the these present problems for students?		
6.	If your planned activities require students to work together, how will groups for formed? Where will they be located?		
7.	Are there parts of the content such as difficult words or concepts that could require extra explanation?		
8.	What other presentation alternatives do you have if students have difficulty with lesson concepts? Peer explanation, media, etc.?		
9.	Are there students who will need extra or special help?		
10.	What higher-level questions will you ask student? List these.		

---

*Adapted from Emmer, E., Evertson, C., Sanford, J., Clements, B., and Worsham, M., Classroom Management for Secondary Teachers.

CHECKLIST 5

PLANNING FOR INSTRUCTION (Continued)*

ITEM	CHECK WHEN READY	NOTES
11. How will you make sure that all students have turns to answer?		
12. What will students do when they finish the activities?		
13. If you run out of time, how will you adjust the lesson?		
14. How will you evaluate students on what they have learned?		
15. How will the concepts you present relate to future learning?		
16. What evidence will you look for to indicate that students have learned the material?		

---

*Adapted from Emmer, E., Evertson, C., Sanford, J., Clements, B., and Worsham, M., Classroom Management for Secondary Teachers.

WALK-ABOUTS*

"WALK-ABOUT" IS A TERM USED TO DESCRIBE AN EVENT IN WHICH TEACHERS ON A SCHOOL SITE HAVE AN OPPORTUNITY TO OBSERVE A NUMBER OF CLASSROOMS WITHIN AN HOUR'S TIME, DURING WHICH SHORT AND POSITIVE FEEDBACK NOTES ARE WRITTEN AND LEFT WITH THE TEACHERS WHO ARE VISITED. THE PROCEDURE IS JUST THIS SIMPLE:

- A SCHEDULE IS DEVELOPED TO GIVE EACH TEACHER A SUBSTITUTE FOR A TOTAL OF ONE HOUR. THE SUBSTITUTE "FLOATS" FROM CLASSROOM TO CLASSROOM, AN HOUR AT A TIME, THROUGHOUT THE DAY.

---

*Angleton Independent School District (1990). *Walk-abouts.* Angleton, TX: author.

WALK-ABOUTS (Continued)*

- WHEN THE SUBSTITUTE ARRIVES IN A CLASSROOM, THAT TEACHER LEAVES AND VISITS ANY CLASSROOM HE/SHE WISHES TO DURING THE HOUR. (TEACHERS HAD OPTION TO WAIVE OFF.)

- A VISITOR STAYS IN EACH CLASSROOM FOR FROM 7-10 MINUTES ONLY AND THEN MUST LEAVE.

- DURING THE VISIT, THE VISITING TEACHER LOOKS FOR AND WRITES ONLY POSITIVE OBSERVATIONS IN A NOTE FOR THE TEACHER WHO IS OBSERVED.

- THE NOTE IS LEFT FOR THE TEACHER WHO IS OBSERVED. (Positive notes are posted in the teachers' lounge.)

*Angleton Independent School District (1990). *Walk-abouts.* Angleton, TX: author.

PRECONDITIONS FOR COACHING*

1. A Perception of "Good But Growing"

   There must be a general perception on the part of the people involved that they are good but can always get better; they can always improve what they are doing. This general orientation has been found to characterize effective schools.

---

*Angleton Independent School District (1990). *Walk-abouts*. Angleton, TX: author.

PRECONDITIONS FOR COACHING (Continued)*

2. A Reasonable Level of Trust

The teachers and principals involved must have a reasonable level of trust developed. They are confident that no one is going to distort the situation into a punishing one. As Tom Bird says, "There is a way of talking and acting which separates the question of practice and its consequences from the question of people and their competence and which separates habits from self-esteem. Then, the practices and habits can be put on the table and dissected while the person who uses them remains intact."

---

*Angleton Independent School District (1990). *Walk-abouts*. Angleton, TX: author.

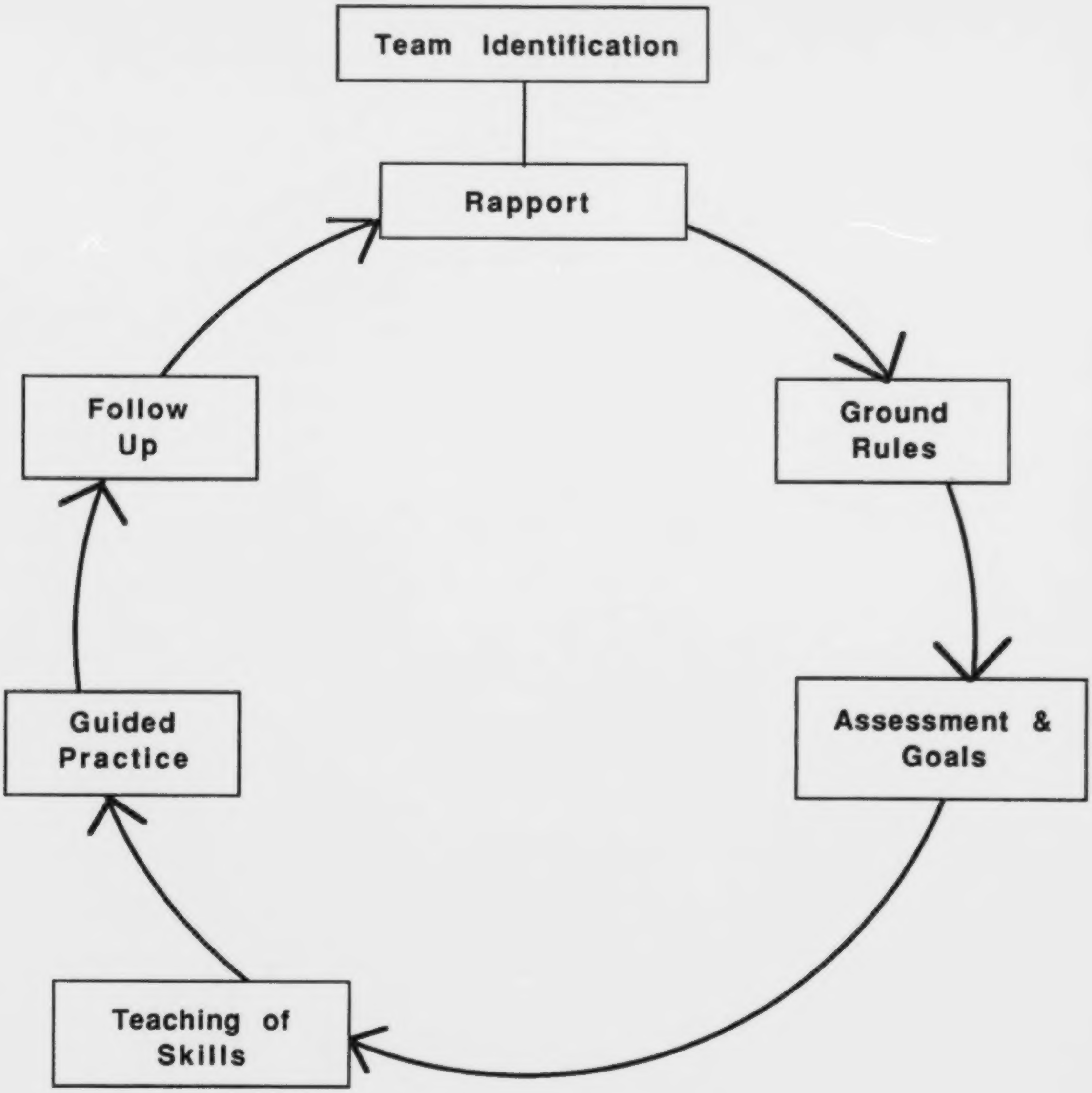
PRECONDITIONS FOR COACHING (Continued)*

3. A Sense That People Care For One Another

There must be an interpersonal climate in the building that conveys the sense that people care about each other and are willing to help each other.

*Angleton Independent School District (1990). *Walk-abouts.* Angleton, TX: author.

The Coaching Assistance Network*


Team Identification
Rapport
Ground Rules
Assessment & Goals
Teaching of Skills
Guided Practice
Follow Up

---

*Laurel, E. G., Hoffmeyer, C. L., Chapman, J. Project Title: EQRMT/TCSA - Enhancing the Quality and Retention of Minority Teachers and Teachers in Critical Shortage Areas Project. Edinburg Consolidated Independent School District. Spring 1991.

USES OF COACHING
FOR
PRINCIPALS*

Coaching Techniques for Principals

1. Helping teachers learn a new strategy
2. Implementing challenges in Campus Action Plan
3. Modeling coaching strategies they included in Campus Action Plan
4. Helping a new teacher
5. Using as a follow-up to a post-conference (or for a pre-conference)
6. Helping to meet his/her own personal and professional development goals

---

*Calderon,M. (1989). *Peer coaching: why?* El Paso, TX: Ysleta Independent School District.

COACHING

HOW ADMINISTRATORS CAN SUPPORT TEACHERS WHO COACH*

In the November issue of SERNews, I described three approaches (technical, collegial, and challenge) which teachers could use in coaching other teachers. Now let's examine three ways in which administrators can support teachers in these coaching practices: first, by helping teachers select a coaching model; second, by demonstrating to them that the administration values coaching; and third, by providing focus.

Helping Teachers Select a Model

Since each of the three peer-coaching approaches produces different results, administrators should help teachers clarify possible outcomes and costs. Technical coaching, for example, is best when one wants to train teachers in classroom applications, a major cost is the large number of classroom observations needed. Collegial coaching is best for promoting general improvements in instruction, encouraging teacher to think about approaches and changes in school culture; a major cost is the training for coaching. Challenge coaching is most effective in solving instructional problems, but usually requires prior experience with one of the other models, and is usually done by a subset of the staff, not by an entire faculty. For more information on these three models, see the November issue.

Showing Teachers that Coaching is Valued

Administrators signal that they value peer coaching in the ways they provide resources, structure coaching teams, and allow time in staff meetings to discuss coaching topics.

For example, one high school district provides substitutes for anyone who wants release time so they can observe another teacher's methods. Another K-12 district provides each school with an annual peer-coaching budget, with teachers making decisions about how to deploy these funds to support their coaching programs.

---

*Berman; McLaughlin; Costa; Garmston; Lieberman; Miller

And in another district, principals, provide a rotating substitute teacher equipped with special lessons on thinking skills. This frees teacher-coaches from having to prepare substitute lessons for the time they plan to be out observing a colleague.

Even when there is no money for peer coaching, resources can be provided in other ways. Several principals allow time in faculty meeting for the practice of peer-coaching skills, and they also help teachers work out self-releasing solutions so teachers can observe each other. For example, one teacher might take a colleague's class with her own to P.E., while the other observes in a third teacher's classroom. They then confer at lunch or after school. Sometimes a department head, specialist teachers, or even the principal will take a teacher's class to free him or her to observe another teacher.

Teachers prefer to select their own coaching teams. When they are encouraged to structure coaching teams across departmental or grade-level lines, it signals that the school values teams working together. This is an effect strategy for improving school wide understanding and culture.

A third way in which administrators can signal the value of coaching is by inviting teachers to share coaching ideas in faculty meetings, allowing for the modeling and practicing of coaching skills and the review of teaching strategies.

Providing Focus

Without focus, coaching practices often decline. Administrators can provide this vital focus in three ways: through structure, content, and frequency.

Structure is a way to reduce the fear of being evaluated during the coaching process, by giving the observed teacher control over what will be observed. For example, an observed teacher has the right say, "I want you to look at my wait time and my use of proximity with my students. Here are some ways you might gather this data for me." Teachers, especially at the start of coaching programs, should be encouraged to use a narrow observational focus in the classroom, and to have a structure format for gathering and reporting data. In technical coaching models, teachers often use pre-designed clinical assessment forms to maintain a specific focus.

---

*Berman; McLaughlin; Costa; Garmston; Lieberman; Miller.

In collegial coaching, the observing and observed teacher agree on what data collection techniques will be most useful - and comfortable - for the host teacher.

Administrators can also provide focus through content, by establishing school-wide, grade-level, or departmental instructional focuses in which everyone is engaged in acquiring or refining common skills. For example, teachers in a social studies department might work on skills of responding non-judgmentally, or encouraging their students to consider their own thinking processes. One school district offers a menu - lesson designs, teaching models, cooperative learning, study skills, content-area reading, writing across the curriculum - and teacher cadres commit to in-depth work in one of these.

Teacher ownership is a key element to any successful program and the administrator must invite teachers to help select the content focus. Otherwise, only limited commitment, satisfaction, and learning occurs. The positive relationship between teacher participation and decision-making, commitment and program success has been well established (Berman and McLaughlin, 1975; Garmston, 1985; and Liberman, 1981).

Finally, the administrator directs focus by setting expectations for frequency. In coaching more is better. Obviously, there are serious limitations to how often teachers can free themselves from classroom duties to observe and discuss teaching with another professional. Joyce and Showers believe that a best pattern is working in pairs collaboratively, coaching one another and visiting each other once a week for discussion and feedback. In my experience, the question of frequency is best worked out in consultation with teachers so that the administration can set expectations as high as is reasonably possible.

---

*Berman; Mclaughlin; Costa; Garmston; Lieberman; Miller.

References

Berman, A. and Mclaughlin. Federal Programs Supporting Educational Change. Santa Monica, California: rand Corporation, 1975.

Costa, R. and R. Garmston. "Supervision for Intelligent Teaching." Educational Leadership, February 1984.

Garmston, Robert. "Are Teachers Motivated to Teach Thinking?" In Costa (Ed), Developing Minds: A Resource Book for Teaching Thinking. Association for Supervision and Curriculum Development, 1985.

Lieberman, A. and L. Miller. "Synthesis of Leadership on Improving Schools." Educational Leadership, April 1981.

PRINCIPAL'S RESPONSIBILITIES[*]

I. Select mentor and "buddy" teachers for new employees.

II. Plan and conduct campus' portion of new teacher orientation program.

III. Plan and conduct scheduled meetings with new teachers.

IV. Solve problems that are identified as the program develops.

V. Provide support to mentor teachers.

VI. Evaluate the program's effectiveness.

[*] Calderon,M. (1989). *Peer coaching: why?* El Paso, TX: Ysleta Independent School District.

RESPONSIBILITIES OF CAMPUS ADMINISTRATORS*

1. Provide release time for support teachers and Minority/Critical Shortage teachers for monthly observations
2. Maintain communications with project teachers
3. Provide support, encouragement, and praising for their efforts

---

*Calderon,M. (1989). *Peer coaching: why?* El Paso, TX: Ysleta Independent School District.

Name_______________________ District_______________________

HARRIS COUNTY DEPARTMENT OF EDUCATION

How Can We Help You and Your New Teachers?*

1. What are your greatest concerns regarding Induction and/or helping new teachers in your district?

2. What do you feel are the new teachers' greatest concerns?

3. What are the training needs of the mentors in your district?

4. Do you have special workshops for new teachers only? **YES** **NO** **(circle one)**
   If yes, what are some of these workshops?

5. Do you have training workshops for mentors only? **YES** **NO** **(circle one)**
   If yes, what are some of these workshops?

*Harris County Department of Education: *How can we help you and your new teachers?* Houston, TX: author..

Name________________________ District____________________________

How Can We Help You and Your New Teachers?(Continued)*

6. Do your new teachers fill out any type of form for identifying their needs and concerns?
YES NO (circle one)
If yes, for what are the forms used?

7. How do you feel Harris County Department of Education might help . . .
your new teachers?

your new mentors?

you?

8. Would you be interested in meeting on a regular basis (i.e. four times per year) to discuss New Teacher Induction? **YES NO (circle one)**

9. Comments:

*Harris County Department of Education.

SECTION VI. - INDUCTION

TABLE OF CONTENTS

	Page
Development of Induction Programs	VI-1
Induction Program for Beginning Teachers TAC 149.22	VI-5
Induction Program Goals	VI-6
Key Components of Induction Programs	VI-8
Professional Needs of Beginning Teachers	VI-10
Stages of Teacher Development	VI-13
Categories of Support for Beginning Teachers	VI-19
Campus Orientation	VI-22
Administrator Training	VI-26
Mentor Training	VI-28
Initial Inductee Training	VI-30
Beginning Teacher Organization	VI-33
Annotated Bibliography	VI-45
Beginning Teacher Induction Plan for Texas Schools	VI-48

RESEARCH AND DEVELOPMENT OF INDUCTION PROGRAMS

Interest in teacher induction programs has steadily increased since 1980. Today, twenty-eight states have implemented or are in some stage of developing an induction program. Selection of a mentor is paramount in almost every program. Twenty-three states require or recommend a mentor in their induction programs. Criteria, while necessarily broad at the state level, include experience (two to ten years), self-application, demonstrated expertise in the classroom, and ability to deal with adults. These criteria are defined by local districts and are often expanded to include the effective characteristics of people-oriented skills. The effectiveness of an induction program relies on the collaboration between the mentor and building administrator in coaching the beginning teacher through the trials of the first year. The mainstay of the induction program is the mentor. Careful, considered selection and matching of the mentor with the beginning teacher is more significant than time, regards, or training. The responsibility for selection and assignment of the mentor rests with the building principal in the majority of state programs.

While time and subject-area compatibility are important for the mentor and inductee, funding often restricts both. Fewer than half of state programs provide full funding for stipends or time release. However, ten states of the twenty-eight reported required time release for training and/or conferencing. This challenge is significant for the local districts and the building principal. Not only is subject-area matching a consideration he/she must make when a new teacher is employed, but creative scheduling often is the only route to provide time for the mentor and inductee to be together during the school day. Release time for training may or may not be funded by the state. In the event funding is not available, districts and principals find alternative means of providing substitutes during the release time, including use of central office personal in classrooms. (Petersen 1990)

*Petersen, S.F. (1990). *Dimension of the Mentor Teacher in Teacher Induction Programs: The State Perspective.* (Doctoral Dissertation, Texas A&M University, College Station,.TX)

Issues of funding continue to plague not only Texas but other states. South Dakota and Kansas dropped their induction programs because of lack of funds. Virginia will discontinue its program in July 1990. However, many states are continuing induction in an effort to retain new teachers. Creative planning for training, scheduling, and reward systems will be the wave of the future. Texas, with its finance struggle, will be in the forefront of support for beginning teachers in its creation of an induction program with limited or no funding. The responsibility remains with the profession to determine the extent to which this program will succeed.

---

*Petersen, S.F. (1990). *Dimension of the Mentor Teacher in Teacher Induction Programs: The State Perspective.* Doctoral Dissertation, Texas A&M University, College Station.

Five Recommendations for Induction Programs:*

1. Induction programs are necessary in every school district to assist beginning teachers in making the transition from novice to experienced teacher.
2. Induction programs must be based on the needs of the individuals as they adjust to their particular professional context.
3. The experienced professionals who serve as sources of help to beginning teachers should receive training and support to facilitate their assistance, including reduced teaching loads.*

---

*Huling-Austin, L., Odell, S. J., Ishler, P., Kay, R. S. and Edelfelt, R. A. (1989). *Assisting the beginning teacher.* Association of Teacher Educators.

4. Support personnel should be concerned with the professional development of individual beginning teachers and should be separated from the evaluation role of a district.

5. The training of teachers should be recognized as an ongoing educational process from preservice to retirement, requiring cooperative financial and programmatic support from those involved, including the local district, higher education, and state departments of education.*

*Huling-Austin, L., Odell, S. J., Ishler, P., Kay, R. S. and Edelfelt, R. A. (1989). *Assisting the beginning teacher.* Association of Teacher Educators.

New Rule 19 TAC §149.22
Induction Program for Beginning Teachers

Statutory Citation

Texas Education Code, §13.038 Teacher Induction.

(a) The State Board of Education and the Coordinating Board, Texas College and University System, shall develop a comprehensive teaching induction program for the probationary period.

(b) The induction program shall include a one-year period of teaching cooperatively supervised by experienced teachers, school administrators, and faculty of institutions of higher education.

Rule

(a) General provisions. Effective with the 1991-92 school year, all beginning teachers without any prior teaching experience earned in employment with an entity listed in 19 TAC §121.33 of this title (relating to Entities Recognized for Creditable Service) shall be assigned a mentor teacher.

(b) Induction training for beginning teachers. All beginning teachers shall participate in teacher orientation which may include specialized induction year program activities that are approved by the district for school year 1991-92.

GOALS*

Goals established for the Beginning Teacher Induction Program include the following:

1. To assure quality instruction for students of induction-year teachers.
2. To improve the overall effectiveness of the induction-year teacher.
3. To increase retention of promising induction-year teachers.
4. To promote the professional and personal well-being of induction-year teachers.

---

*Hurley, Dr. Alfred. (February 1989). Beginning Teacher Induction Plan for Texas Schools. Commissioner's Advisory Committee on Teacher Education, pp. 6 -7.

GOALS* (Continued)

5. To enhance the socialization of induction-year teachers into the profession.
6. To strengthen collaboration between and among institutions of higher education and local schools to improve the educational programs in both settings.
7. To address public and legislative concerns related to the competency of induction-year teachers.

*Hurley, Dr. Alfred. (February 1989). Beginning Teacher Induction Plan for Texas Schools. Commissioner's Advisory Committee on Teacher Education, pp. 6 -7.

KEY COMPONENTS OF INDUCTION PROGRAMS

1. Governing Body--Policy Committee (pp.7,8,9,10)*
    - A. Teachers
    - B. Mentors
    - C. School District Administrators
    - D. Universities
    - E. Educational Service Centers
2. Mentors (p. 11)*
3. Training (p. 11)*
    - A. New Teachers
    - B. Mentors
    - C. Administrators

---

*Hurley, Dr. Alfred. (February 1989). Beginning Teacher Induction Plan for Texas Schools. Commissioner's Advisory Committee on Teacher Education, pp. 6-7.

KEY COMPONENTS OF INDUCTION PROGRAMS
(Continued)

4. Community Involvement
5. Evaluation of Program (pp. 15, 16)*
6. Budget - Resources (pp. 16, 17, 18)*

Induction Programs are collaborative efforts among Institutions of Higher Education, Independent School Districts, and Education Service Centers.

*Hurley, Dr. Alfred. (February 1989). Beginning Teacher Induction Plan for Texas Schools. *Commissioner's Advisory Committee on Teacher Education*, pp. 6-7.

PROFESSIONAL NEEDS OF BEGINNING TEACHERS*

PROFESSIONAL NEEDS - Beginning teachers need to be and feel successful at the following:

- Causing student learning and student satisfaction;
- Performing the multiple tasks of managing a classroom;
- Relating to students' parents and the school community;
- Avoiding reality shock (shock of the familiar), isolation, doubts about their reality;
- Refining existing teaching skills and learning new skills; and
- Learning the formal and informal rules, regulations, procedures, guidelines, and expectations of their new job, work site, community.

-Dr. John M. Johnston
Memphis State University

*From Veenman, S. Perceived Problems of Beginning Teachers, Review of Educational Research, 1984, 54 (2).
*Reprinted in Orientation Workshop for Support Teachers: A Presenter's Manual, Houston ISD.

PERSONAL NEEDS OF BEGINNING TEACHERS*

PERSONAL NEEDS - Beginning teachers need to be and feel successful at:

- Separating from the past and developing their own adult identity [teacher persona];
- Building new social relationships;
- Learning new roles;
- Balancing the demands of teaching as work and their personal life outside of work; and
- Being valued by their friends and the community for the work they do.

-Dr. John M. Johnston
Memphis State University

---

*From Veenman, S. Perceived Problems of Beginning Teachers, Review of Educational Research, 1984, 54 (2).

*Reprinted in Orientation Workshop for Support Teachers: A Presenter's Manual, Houston ISD.

Initial Anxieties of First Year Teachers*

1. What will the mentor expect of me?
2. Does the mentor want a first year teacher to work with?
3. What standards does the mentor maintain?
4. Will the mentor allow me to use my own initiative?
5. What are the mentor's special interests, personality characteristics, and likes and dislikes?
6. Will the mentor criticize me if I make a mistake?
7. What should I do if my material has been covered and there is time left?
8. What should I do if I make a mistake in a statement or suggestion?
9. Can I deviate from the plan of work as outlined?
10. How should I dress?

---

*Adapted from ESC Region XX materials for mentor training by Goose Creek CISD.
*Reprinted in the Teacher Induction Program, Goose Creek CISD, 1990-91.

STAGES OF CONCERN AND COMMON EXPRESSIONS OF CONCERN ABOUT CHANGE*

	States of Concern		Expressions of Concern
IMPACT	6	REFOCUSING	I have some better ideas about something that would work even better
	5	COLLABORATION	I am concerned about relating what I am doing with what other teachers are doing.
	4	CONSEQUENCE	How is my use affecting students?
TASK	3	MANAGEMENT	I seem to be spending all my time in getting materials ready.
SELF	2	PERSONAL	How will using ______ affect me?
	1	INFORMATIONAL	I would like to know more about . . .
	0	AWARENESS	I am not concerned about any of it.

*Based on CBAM (Concerns-Based Adoption Model) from the Center for Teacher Education, the University of Texas at Austin (1988).
*Reprinted in the *Orientation Workshop for Support Teachers: A Presenter's Manual*, Houston ISD (1989).

MOST FREQUENTLY PERCEIVED PROBLEMS OF BEGINNING TEACHERS*

RANK ORDER	PROBLEMS	FREQUENCY (n=91 Studies)
1	Classroom discipline	77
2	Motivating students	48
3	Dealing with individual differences	43
4	Assessing students work	31
4	Relations with parents	31
6	Organization of class work	27
6	Insufficient materials and supplies	27
8	Dealing with problems of individual	26

---

*Selinger, S. (1989). *Orientation Workshop for Support Teachers: A Presenter's Manual.* Houston, TX: Houston Independent School District.

Problems of First-Year Teachers
October, 1990

CATEGORY	RANK
* * • Managing the Classroom	5
* * • Managing Teacher Time	4
• Grading Students	9
* * • Amount of Paperwork	1
• Teacher Burnout	13
• Motivating Students	8
• Non-Involved Students	6
• Parent Cooperation/Involvement	10
* * • Adequate Materials and Equipment	3
• Level of Teaching Freedom e.g., Flexible Curriculum, Rules	19
• Adequate Systems Information	12

---

*Selinger, S. (1989). *Orientation Workshop for Support Teachers: A Presenter's Manual.* Houston, TX: Houston Independent School District.
**First five problems.

Problems of First-Year Teachers
October, 1990

CATEGORY	RANK
Effective Teaching Strategies Process Information	16
Sufficient Opportunities to Observe Teaching Demonstrations	7
Constructive Feedback on Teaching Performance	17.5
** Level of Support From School Administration	17.5
** Amount of Personal Time	2
Level of Emotional Support	15
Degree of Peer Acceptance (Ability to Fit in With Others) (work)	20
Culturally Diverse Students (Habits/Customs)	14
Non-English Speaking Students	11

---

*Selinger, S. (1989). *Orientation Workshop for Support Teachers: A Presenter's Manual.* Houston, TX: Houston Independent School District.

**First five problems.

ROCHESTER CITY SCHOOL DISTRICT
EVALUATION RESULTS[*]

Types of assistance needed by interns in rank order, percent of interns needing assistance during the year, the person whom interns relied on most, and corresponding percent of interns relying on that person.

TYPE OF ASSISTANCE NEEDED (LISTED IN RANK ORDER)	% NEEDING ASSISTANCE	PERSON MOST RELIED ON	% RELYING ON PERSON
Offering moral support and encouragement	89.9	Mentor	70.8
Understanding building policies	87.8	Colleague	40.0
Securing teaching materials	86.5	Mentor	53.3
Learning administrative procedures	85.1	Administrator	42.1
Learning about annual testing requirements	85.1	Administrator	42.1
Securing supplies	82.4	Mentor	41.5
Handling discipline problems	77.0	Mentor	49.5
Improving instructional skills	77.0	Mentor	71.3
Managing the Classroom	75.7	Mentor	69.5
Interpreting district policies	75.7	Mentor	50.9
Securing Equipment	74.3	Mentor	36.2
Understanding contractual rights	69.6	Mentor	48.5
Referring students needing special assistance	68.2	Administrator	37.8
Knowledge of the curriculum	64.9	Mentor	58.2
Using motivation techniques	61.5	Mentor	77.3
Accessing student records	57.4	Mentor	42.7
Providing for individual student differences	56.8	Mentor	67.5
Working with parents of difficult children	53.4	Mentor	52.6
Assessing and evaluating student achievement	52.0	Mentor	50.6

---

[*] Gillett, T. and Halkett, K. A. (1988). *RSCD Mentor Program Evaluation: The Policy Implications.* Rochest Rochester City School District, New York.

[*] Reprinted in the Teacher Induction Program, Goose Creek CISD, 1990-91.

STAGES OF TEACHER DEVELOPMENT*

1. Novice
2. Advanced beginner
3. Competent
4. Proficient
5. Expert

ATTRIBUTES AND INSERVICE NEEDS OF NOVICES

Attributes

- minimal performance
- limited experience
- insufficient vocabulary
- response rather than initiation
- real world knowledge more important than theoretical knowledge
- insufficient flexibility
- low prediction ability
- context free rule following
- few decision-making abilities in larger context

Resulting needs

- socialization to setting
- expanded knowledge base
- expanded pedagogical skills
- development of routines and procedures
- opportunity to practice
- modeling by others
- reflective skills

---

*Adapted from Berliner, D. C. (1988). The development of expertise in pedagogy. The Charles W. Hunt Memorial Lecture presented at the annual meeting of the American Association of Colleges for Teacher Education, New Orleans.

*Printed in Teacher Induction Program Manual, 1990-91, Goose Creek CISD.

CATEGORIES OF SUPPORT APPROPRIATE FOR BEGINNING TEACHERS

Systems Information	Giving information related to procedures, guidelines, and expectations of the school district
Mustering of Resources	Collecting, disseminating, or locating materials or other resources
Instructional Information	Giving information about teaching strategies or the instructional process
Emotional Support	Offering support by listening emphatically and sharing experiences
Advice on Student Management	Giving guidance and ideas related to discipline and managing students

*Noted: Derived from Odell, S. J. (1989). Induction Support of New Teachers: A Functional Approach. *Journal of Teacher Education, 37*(1), 27.

Help With the Classroom Environment	Helping arrange, organize, or analyze the physical setting of the classroom
Demonstration teaching	Teaching while the new teacher observes (preceded by a conference to identify the focus of the observation and followed by a conference to analyze the observed teaching episode)
Coaching	Critiquing and providing feedback on the beginning teacher's performance
Advice on working with parents	Giving help or ideas related to conferencing or working with parents

*Noted: Derived from Odell, S. J. (1989). Induction Support of New Teachers: A Functional Approach. *Journal of Teacher Education, 37*(1), 27.

EXERCISE: STAGES OF CONCERN*

Directions: Label each with the appropriate stage of concern.

_____ 1. I hope my car will make it until payday so that I can get it fixed.

_____ 2. What kind of relationship will I have with my principal?

_____ 3. I was concerned about their confidence in me as a teacher.

_____ 4. Will it hurt if you change a left-handed child to right?

_____ 5. I am concerned with keeping the children's interest and enthusiasm for participation high so that they can see a need for learning.

_____ 6. Children are very creative and their minds are filled with many exciting and new ideas that I want to help them use.

_____ 7. I don't understand their language.

_____ 8. I wonder whether or not the pupils will accept me.

_____ 9. Also, I'm concerned with the great individual differences, how to approach them and how to challenge the faster students without losing the slower ones.

_____ 10. I want to be sure they understand the fundamentals.

---

*Based on CBAM (Concerns-Based Adoption Model), from Center for Teacher Education (1988). *Stages of Concern About Change*, Austin, TX: The University of Texas at Austin.

GOOSE CREEK CONSOLIDATED
INDEPENDENT SCHOOL DISTRICT
Baytown, Texas

SUGGESTIONS FOR BUILDING ORIENTATION

I. **Philosophy of the School (Mission and Goals)**

II. **Personnel**

- A. Assistant principals and intern principals
- B. Counselors
- C. Librarians
- D. Department chairperson
- E. Coordinators
- F. Secretaries
- G. Nurses
- H. Other personnel

III. **Community**

- A. Social, economic, and geographic area served
- B. Ethnic groups served
- C. Teachers' role in the community
- D. Agencies in the community

IV. **Parents**

- A. Interest or lack of interest - suggestions to stimulate
- B. Attitudes
  - 1. Grades
  - 2. Homework
  - 3. Discipline
  - 4. Dress
- C. Parent-teacher organizations
  - 1. Teachers' role
  - 2. Meetings
- D. Accidents and emergencies

---

*Goose Creek Consolidated Independent School District (1989-90). *Principals' Outline First Year Teachers' Building Orientation*. Baytown, TX: author.

- E Notification of students' progress
- F. Parent conferences
    1. When
    2. How
    3. Evaluation

V. School Policies

- A. Arrival and dismissal time for teachers
- B. Arrival and dismissal time for students
- C. Discipline procedures
- D. Conference periods-purpose and use
- E Referral procedures
    1. Counselor
    2. Special Education
    3. Assistant principal
    4. Principal
    5. Nurse
    6. Bilingual
    7. GATE
    8. Vocational
- F. Duties-reasons for and time required
- G Field trips-use of buses
- H. Lesson plans
- I. Textbooks
    1. How to secure
    2. How to record
    3. Lost books
- J. Reporting personal absence to principal
- K. Teachers' parking facilities
- L. Bulletin boards
- M. Outsiders in building
- N. Release of students
    1. To other teachers
    2. To parents
    3. To other parties
    4. When they are ill
- O. Use of faculty lounge
- P. Methods of grading

---

*Goose Creek Consolidated Independent School District (1989-90). *Principals' Outline First Year Teachers' Building Orientation.* Baytown, TX: author.

Q Bell system for changing classes and emergencies
R Lunch procedures
S. Chain of command
T. Procedures for securing custodial services
U. Temperature adjustments in room
V. Procedures for first week of school
W. Accreditation priorities
X Board and administrative policies

VI. Reports and Record Keeping

A. Class role
B. Class absences
C. Grading procedures
D. Collection of money
E Enrollment cards
F. Progress reports
G Report cards

VII. Teaching Materials

A. Availability and procedures of securing

1. Books
2. Charts
3. Maps
4. Paper
5. Stencils
6. Erasers and chalk
7. Instructional materials
8. Videos (preview first)
9. Transparencies
10. Projectors
11. Records
12. Machines (duplicating, copy, etc.)
13. Teacher resources (test booklets, material for units, etc.)

---

*Goose Creek Consolidated Independent School District (1989-90). *Principals' Outline First Year Teachers' Building Orientation.* Baytown, TX: author.

B. Item available in the central media center

  1. Videotapes
  2. Recordings
  3. MECC programs
  4. Apple computers
  5. Latest video and equipment catalogs
  6. Lettering machine for bulletin boards
  7. Laminators
  8. Binding machine

VIII. Teacher Evaluation System

A. Purpose
B. When and how
C. Assistance before and after evaluation
D. Forms
E Interpretation
F. Issuance of contracts

IX. Teacher's Professional Image

A. Attitude toward students
B. Students' expectations
C. Attitude toward parents
D. Attitude toward fellow employees
E Professional organizations
F. Dress
G Climate for learning in the classroom
H Professional books and journals

X. Curriculum

A. Duties of coordinators
B. Duties of department chairpersons
C. Use of curriculum guides
D. Grouping procedures
E Honor classes
F. Initiating innovative programs and procedures

*Goose Creek Consolidated Independent School District (1989-90). *Principals' Outline First Year Teachers' Building Orientation.* Baytown, TX: author.

Administrator Training

Initial (1 day)

I. New Teacher Induction Mandates

II. Basic Needs of First Year Teachers

  A. Five component areas:

    1. Psychological component
    2. Logistical component
    3. Multicultural component
    4. Pedagogical component
    5. Content component

Texas Education Agency, Induction Developmental Workshop, 1991.

Administrator Training

III. Mentoring Process

IV. Principal/Central Office Administration Role In The Induction Program

V. Evaluation Techniques

ONGOING TRAINING

Periodically Review:

- Program
- Timeline
- Needs
- Evaluative Data

Texas Education Agency, Induction Developmental Workshop, 1991.

MENTOR TRAINING

August 15-25

Day 1:

I.	Perceived Needs of New Teachers	3 Hours
II.	Mentoring Process	3 Hours

Day 2:

III.	Adult Development	2 Hours
IV.	Interpersonal Skills	4 Hours

MENTOR TRAINING

Day 3:

V.	Coaching and Instructor Assistance	1-1/2 Hours
VI.	Direct Support	3 Hours
VII.	Support Areas	1-1/2 Hours

Day 4:

VIII.	Classroom Management	2 Hours
IX.	Wrap-Up/Summary	1 Hour

Total: 21 Hours or 3-1/2 Days

INITIAL TRAINING FOR INDUCTEES

DAY 1

What Is Teacher Induction

Roles and Responsibilities

Kinds of Support

Interpersonal Skills

Culture of School

Getting Acquainted Mentor/Inductee

Texas Education Agency, Induction Developmental Workshop, 1991.

INITIAL TRAINING

DAY 2

District/School Policies

Handling District/School Paperwork

Finding Personal Time

Locating Resources/Material, Equipment

Organizing and Managing the Classroom

Managing Teacher Time

Mentor/Inductee Spend Quality Time Together

Texas Education Agency, Induction Developmental Workshop, 1991.

INITIAL TRAINING

DAY 3

Management of Teacher Time

Grading Policies

Working with Parents

P.M. Time for Mentor/Inductee to Work Together in Classroom

Texas Education Agency, Induction Developmental Workshop, 1991.

SUGGESTED TIME FRAME FOR INFORMATION SHARING WITH FIRST YEAR TEACHERS

(PRINCIPALS AND MENTORS)

WEEK 1:

Building procedures (review or questions)

Discipline management procedures (review or questions)

Lesson plan questions

Teaching materials and supplies

Professional conduct

Concern, comments, and questions

Excerpt from Goose Creek Consolidated Independent School District's Teacher Induction Handbook.

SUGGESTED TIME FRAME

WEEK 2:

Communications with parents (review or questions)

- Grading procedures
- Progress reports
- Tutorials

Counseling services and child abuse (referral forms)

Special education referrals

Concerns, comments, and questions

WEEK 4:

TTAS (review or questions)

Student expectations and progress

Conferencing with parents

Grading procedures and policies (grade sheets, scantron)

Testing program (CTBS - TAAS)

Concerns, comments, and questions

Excerpt from Goose Creek Consolidated Independent School District's Teacher Induction Handbook.

SUGGESTED TIME FRAME

WEEK 6:

Discipline management follow-up (referral form)

Guidelines for sponsors, field trips, and eligibility (if necessary)

Student progress

Dealing with parent concerns

Concerns, comments, and questions about first six weeks

WEEK 10:

Special concerns or problems

Discipline concerns

Expectations of the next six weeks

Concerns, comments, and questions

Excerpt from Goose Creek Consolidated Independent School District's Teacher Induction Handbook.

SUGGESTED TIME FRAME

WEEK 16:

First semester successes

Closing out the semester

Goals for second semester

Concerns, comments, and questions

WEEK 24:

Review TTAS procedures and answer questions

Instructional goals for the rest of the year

Parent support

Review of year until now

Concerns, comments, and questions

Excerpt from Goose Creek Consolidated Independent School District's Teacher Induction Handbook.

SUGGESTED TIME FRAME

WEEK 34:

Closing out the year

Review of successes

Ways to improve the program

Concerns, comments and questions

Excerpt from Goose Creek Consolidated Independent School District's Teacher Induction Handbook.

Subjects Requiring Rules or Procedures for Student Behavior

Subject	Procedures for Students	Notes
1. Room areas		
a. Student desks/tables and student storage area		
b. Learning centers/stations		
c. Shared materials, bookshelves, drawers, etc.		
d. Teacher's desk/storage areas		
e. Drinking fountain, sink, bathroom, pencil sharpener		
2. School areas		
a. Bathrooms, drinking fountains, office, library, etc.		

CHECKLIST 2 Elementary Grades (cont'd)

Subjects Requiring Rules or Procedures for Student Behavior

Subject	Procedures for Students	Notes
b. Lining up procedures		
c. Playground		
d. Cafeteria		
3. Wholeclass activities/seatwork		
a. Student participation		
b. Cues or signals for getting student attention		
c. Talk among students		
d. Making assignments		
e. Passing out books, supplies		
f. Students turning in work		
g. Handing back assignments		

CHECKLIST 2 Elementary Grades (cont'd)

Subjects Requiring Rules or Procedures for Student Behavior

Subject	Procedures for Students	Notes
h. Makeup work		
i. Out-of-seat policies		
j. What to do when seatwork is finished		
4. Small group activities		
a. Student movement into and out of the group		
b. Bringing materials to group		
c. Expected behavior of students in group		
d. Expected behavior of students not in group		

CHECKLIST 2 Elementary Grades (cont'd)

Subjects Requiring Rules or Procedures for Student Behavior

Subject	Procedures for Students	Notes
5. Other procedures		
a. Beginning of school day		
b. End of school day		
c. Student conduct during interruptions, delays, etc.		
d. Fire drills, etc.		
e. Housekeeping and student helpers		

CHECKLIST 2 Secondary Grades

Rules and Procedures

Subject	Procedures for Students	Notes
1. Beginning class		
a. Roll call, absentees, students who will be leaving early		
b. Tardy students		
c. Behavior during PA announcements		
d. Warmups or routines		
e. Distributing supplies and materials		
2. Instructional activities		
a. Teacher-student contacts		
b. Student movement within the room		
c. Student movement in and out of the room		

CHECKLIST 2 Secondary Grades (cont'd)

Rules and Procedures

Subject	Procedures for Students	Notes
d. Signals for student attention		
e. Headings for papers		
f. Student talk during seatwork		
g. What students do when work is done		
h. Laboratory procedures		
1. Distribution of materials and supplies		
2. Safety routines		
3. Cleaning up		
3. Ending the class		
a. Putting away supplies		
b. organizing different classes' materials		559

CHECKLIST 2 Secondary Grades (cont'd)

Rules and Procedures

Subject	Procedures for Students	Notes
c. Dismissing the class		
4. Other procedures		
a. Student contacts with teacher's desk, storage		
b. Fire and disaster drills		
c. Lunch periods		

ANNOTATED BIBLIOGRAPHY*

1. Bey, T. M. and Holmes, C. T. (Eds.) (1990). *Mentoring: Developing Successful New Teachers*. Reston, VA: Association of Teacher Educators.

This book's chapters are entitled:

- Support for New Teachers
- A Definition for Developing Self-Reliance
- Mentoring is Squishy Business
- A Knowledge Base for an Old Practice

The editors are in the College of Education at the University of Georgia. The monograph provides information about the practice of mentoring which is a way for experienced teachers to offer assistance to new teachers.

2. Brooks, D. M. (Ed.) (1987). *Teacher Induction: A New Beginning*, Reston, VA: Association of Teacher Educators.

This book is 82 pages long and has six chapters which are entitled:

- Teacher Education
- Local Induction Programs
- Statewide Teacher Induction Programs
- The Role of Institutions of Higher Education in Professional Teacher Induction
- Professional Organizations and Teacher Induction: Initiatives and Positions
- Teacher Induction: Rationale and Issues

The editor, Douglas Brooks, is chair of the Department of Teacher Education at Miami University, Oxford, Ohio. The book begins with five recommendations for the development of induction programs:

- that induction is necessary in every district;

---

*Teacher Induction Program, Humble ISD, 1990-91.

- that it should be based on the needs of individuals;
- that experienced professionals should receive training and support to serve as sources of help to beginning teachers;
- that support personnel concerned with the development of beginning teachers should be separated from the evaluation role of a district; and
- that the training of teachers is on-going from pre-service to retirement and requires cooperative financial/cooperative support from district, higher education and state departments.

3. Center on Evaluation, Development, and Research (1989). *Teacher Peer Coaching*, Bloomington, IN: Phi Delta Kappan.

This book is one of PDK's Hot Topic series. It is 299 pages long and is a collection of 37 previously published articles which are collected in five categories: Introduction, Conditions, Research, Methods, and Models. Each section has a brief overview and there is a brief conclusion which states: "it is surprising to some in the educational profession that so few districts offer coaching programs. Teachers are accustomed to being alone and the idea of someone coming in to watch them is threatening. A coach process gives teachers time to become more comfortable watching each other (and is) . . . a way to create a dialogue among teachers about teaching."

4. Huling-Austin, L., Odell, S. J., Ishler, P., Kay, R. S., and Edelfelt, R. A. (1989). *Assisting the Beginning Teacher.*

This book is 140 pages long and has six chapters which are entitled:

- Beginning Teacher Assistance Programs: An Overview
- Developing Support Programs for Beginning Teachers
- Research on Beginning Teacher Assistance Programs
- Evaluation of Beginning Teacher Assistance Programs
- Starting a Beginning Teacher Assistance Program

In addition, the Appendix describes 17 beginning teacher programs throughout the United States. The purpose of the book is "to help practitioners and policymakers understand how important assisting beginning teachers is, and what it involves in terms of policy, procedures, pitfalls, personnel, price in time and money, and prospects. The primary author, Leslie Huling-Austin, is on the faculty at Southwest Texas State University, San Marcos.

---

*Teacher Induction Program, Humble ISD, 1990-91.

5. *Opening Doors: An Introduction to Peer Coaching* (1989). Alexandria, VA: The Association for Supervision and Curriculum Development.

This videotape and accompanying Facilitator's Manual are intended for use by anyone interested in understanding and implementing peer coaching. The tape is approximately 30 minutes long. The manual includes suggested activities and a discussion guide. The materials were developed by Patricia Wolfe and Pam Robbins, who are educational consultants in Napa, California. Schools shown in the tape include elementary, junior high, and senior high schools in Pennsylvania and Massachusetts.

6. Schulman, J. H. and Colbert, J. A. (Eds.) (1988). *The Intern Teacher Casebook*. San Francisco, CA: Far West Laboratory for Educational Research and Development/ and Eugene, OR: ERIC Clearinghouse on Educational Management.

This book is 104 pages long and has four chapters:

- An Outline and Methodology
- The Process of Mentoring
- Mentor and Administrators
- The Life of a Mentor

The book contains vignettes written by mentor teachers in the Los Angeles Unified School District about their work in providing assistance to beginning teachers. It highlights the complexity of the mentor role. Some titles of vignettes are: "Being Prepared: The Problem May Be Bigger Than You Think!", "Feeling Like A True Professional", "A Mentor's Fairy Tale", "Ready To Quit", "Is It Worth It?", and "Why Hasn't Somebody Helped Her?"

---

*Teacher Induction Program, Humble ISD, 1990-91.

BEGINNING TEACHER INDUCTION
PLAN FOR TEXAS SCHOOLS

Report to

Dr. Kenneth Ashworth
Commissioner of Higher Education

and

Dr. W. N. Kirby
Commissioner of Education

by

Commissioners' Advisory Committee
on Teacher Education
Dr. Alfred Hurley, Chairman

February 1989

ADVISORY COMMITTEE ON TEACHER INDUCTION

Chairman
Dr. Alfred F. Hurley, Chancellor
University of North Texas
P. O. Box 13737, N.T. Sta.
Denton, TX 76203

Mr. Barry Aidman
Assistant Principal
Pearce Middle School
6401 North Hampton
Austin, TX 78723

Dr. Ronald Applbaum
Vice President for Academic Affairs
Pan American University at Edinburg
Edinburg, TX 78539

Dr. Mario Benitez, Chair
Department of Curriculum and Instruction
College of Education
The University of Texas at Austin
Austin, TX 78712

Dr. James Boone
Mathematics Department
Texas A & M University
College Station, TX 77845

Dr. Richard Cording, Dean
College of Arts and Sciences
Sam Houston State University
Huntsville, TX 77341

Mr. Bob Davis
Personnel Administrator
Barber's Hill ISD
12602 Cherry Point Drive
Mt. Belvieu, TX 77580

Dr. Wallace E. Davis, Dean
College of Education
Corpus Christi State University
6300 Ocean Drive
Corpus Christi, TX 78412

Ms. Cathy Eveler
Pre-Kindergarten Teacher
8023 San Jose Road
El Paso, TX 79915

Ms. Fay Jolivet-Ash
Classroom Teacher, HISD
6218 Simsdale
Houston, TX 77087

Dr. Bill Lamkin, Dean
School of Education
Baylor University
Waco, TX 76798

Dr. Kittye Mooring
Dept. of Business Education
Texas Southern University
3100 Cleburne Avenue
Houston, TX 77004

Dr. Pablo Perez
Superintendent, McAllen ISD
2000 North 23rd Street
McAllen, TX 78501

Ms. Janis Petronis
President, School Board
Copperas Cove ISD
c/o Tarleton State University
P. O. Box T188
Stephenville, TX 76402

Dr. John White
Education Department
Austin College
900 North Grand
Sherman, TX 75090

Ms. Carmen Zamora, Principal
Ysleta ISD
Eastwood Knolls Elementary
10000 Buckwood
El Paso, TX 79925

Consultant to the Committee
Dr. Leslie Huling-Austin
College of Education
Southwest Texas State University
San Marcos, TX 78666

February 2, 1989

BEGINNING TEACHER INDUCTION PLAN FOR TEXAS SCHOOLS

Rationale

Because of the unique nature of the teaching profession, it is imperative that beginning teachers be provided with support during their entry years. Unlike other professions which induct members gradually, beginners in teaching are expected to do essentially the same job on the first day of employment as the 20-year veteran. In addition, teachers spend the majority of their workday isolated from their peers, thus preventing the natural induction process that occurs in most professions (i.e., beginners receive ongoing direction and assistance from more experienced colleagues). Furthermore, beginning teachers are often given some of the most difficult teaching assignments involving multiple preparations, low-ability students, demanding extracurricular responsibilities, and other complicating factors. Finally, the induction process is further impeded in education because beginning teachers are often reluctant to ask for assistance for fear of appearing incompetent while experienced teachers are reluctant to offer help for fear of appearing to interfere.

The effects of not having teacher induction programs are profound. Without support and assistance, many beginning teachers get discouraged and abandon their teaching careers. Nationally, it is estimated that 30% of beginning teachers leave during their first two years of teaching and more than 50% leave during their first four years. Lack of induction support also affects the teaching performance of beginning teachers. Beginning teachers develop "coping" strategies that help them survive in the classroom and these same strategies may be the very ones that impede effective teaching. Not only does this "survival approach" to teaching jeopardize the quality of instruction received by students of beginning teachers in their early years, but research indicates that these ineffective strategies can "crystalize" into teaching styles that are used by these teachers throughout their careers.

The need for teacher induction programs in Texas will be even more evident in light of the changes being made in teacher education programs. Because SB 994 limits the formal preservice preparation of induction-year teachers, those entering the teaching profession will have received less training in pedagogy in their preservice teacher education programs than their predecessors. Therefore, they will need more support in their first year to deal effectively with the realities of the school and the classroom.

A strong research base exists that both supports the need for teacher induction programs and provides direction as to what types of induction support are most needed by beginning teachers. It is critical at this time that educators in Texas respond to the needs of beginning teachers and provide a systematic process for those entering the teaching profession in this state.

A Conceptual Model

If the current procedure for inducting novice professionals into the complex world of the classroom is to change, a number of assumptions concerning teacher preparation and subsequent training must be examined. These include the assumption that a preservice preparation program can produce teachers with sufficient content knowledge and teaching skills to be instantly effective; the assumption that it is permissible for beginning teachers to "learn to teach" in the unsupervised and undirected environment of their first classroom; the assumption that teacher training begins with a university preparation program and ends with certification; the assumption that inservice education designed around the normative needs of large groups of teachers can provide assistance to a teacher struggling with a unique problem; and, the assumption that the structured assessment of teachers can, in and of itself, insure quality teaching.

These assumptions, which are invalid, have resulted, at least in part, from a fragmented view of teacher education. Therefore, any functional approach to designing the state's proposed induction year must begin with a more integrated view of the life-long nature of teacher preparation, the need for a cooperative effort by those who contribute to the preparation of teachers and the need for a prescriptive program of assistance based on the individual needs of the beginning teacher.

The induction program envisioned for Texas embraces such an integrated view of teacher preparation. It envisions teaching as a life-long continuum that moves from those preservice experiences and knowledge which contribute to teacher effectiveness, through a structured, systematic induction program that links the preservice and inservice years, and continues into and through an individual teacher's professional inservice career. This view of teacher preparation acknowledges the impact of those years prior to formal teacher preparation; recognizes that it is not possible in a limited preservice preparation program to provide all of the content knowledge and teaching competencies required for optimum effectiveness; and, declares that if the state is to (1) improve the effectiveness of induction-year teachers, (2) assure quality instruction for its students, and (3) increase the retention of those with professional promise, beginning teachers must receive formal support during their initial year in the classroom.

The model views the induction year primarily as a period of structured, systematic assistance. This assistance is provided through a support system designed and implemented by a Policy Committee of a school district or a group of school districts. This committee will consist of teachers, administrators, and higher education faculty members. In addition to its cooperative nature, the support structure is designed to be systematic and to encourage interdependent relationships.

The following sections detail those assumptions which provide the conceptual framework for the Beginning Teacher Induction Program, the goals for the program, the proposed design for delivering support to the induction teacher, a basic evaluation design, and a set of funding recommendations.

Assumptions

The conceptual frame work for the Beginning Teacher Induction Program is based on the following assumptions:

Funding

1. Implementation of the induction program is dependent upon adequate state funding. If adequate funds are not available, the implementation of a state-mandated induction program will be delayed until such funding becomes available.

Purpose and Design

1. Teacher education is an ongoing process from preservice through induction and into career long inservice to retirement requiring cooperative financial and programmatic support from all involved.
2. Professional educators recognize the need for a systematic program of teacher induction and are committed to its implementation and success.
3. The induction program is provided to establish a functional linkage between the preservice and inservice years and is not intended to replace the preservice student teaching experience.
4. The teacher induction program, as proposed, is a formative rather than summative process designed to assist the induction-year teacher. It is not an evaluation process designed to assess the induction-year teacher for contract renewal or certification status.
5. A positive relationship and frequent interactions between a mentor teacher and the induction-year teacher are keys to the success of the induction program.

Implementation

1. Such factors as the size of the state, the number and geographic distribution of the school districts, the number and uneven distribution of initial-year teachers, and the number and uneven distribution of institutions of higher education require an appropriate organizational structure that delivers and coordinates induction services.

2. The state's teacher induction program must be coordinated statewide but still allow for sufficient flexibility to enable various sections of the state to address the unique needs of the local districts.
3. Each school and district has a unique culture which has a powerful influence on teaching effectiveness.
4. Although the size and geographic availability of institutions of higher education are factors which must be considered, each college and university with an approved teacher preparation program will play an active and participatory role in the induction process.
5. In light of the demographics of the state and in order to fulfill the statutory role envisioned for higher education, innovative approaches will be required.

Goals

Goals established for the Beginning Teacher Induction Program include the following:

1. To assure quality instruction for students of induction-year teachers.
2. To improve the overall effectiveness of the induction-year teacher.
3. To increase retention of promising induction-year teachers.
4. To promote the professional and personal well-being of induction-year teachers.
5. To enhance the socialization of induction-year teachers into the profession.

6. To strengthen collaboration between and among institutions of higher education and local schools to improve the educational programs in both settings.
7. To address public and legislative concerns related to the competency of induction-year teachers.

Design for Delivery

The responsibility for the Beginning Teacher Induction Program rests with the following: a Policy Committee which includes one or more local school districts, one or more institutions of higher education, school district building administrators, mentor teachers, and induction-year teachers. Policy Committees may be proposed by school districts, groups of school districts, or teacher centers. Specific roles and responsibilities for the Policy Committee follow.

Policy Committee

The basic organizational structure for delivering induction services is the Policy Committee. Policy Committees will be approved by the Texas Education Agency on the basis of applications which may be submitted by local school districts, groups of school districts, or teacher centers. Applications will include the following:

1. The names of school district(s) included.
2. The proposed organizational structure.
3. The procedures for determining the membership of the Policy Committee.
4. The name of the chairperson of the Policy Committee.
5. The procedure for selecting, training, and providing ongoing support for the mentor teachers.

6. The procedure for the support and training of induction-year teachers.
7. The procedure for informing the institutions of higher education regarding the performance of their graduates.
8. The evaluation design.
9. The name of the fiscal agent.

All state funding for the Beginning Teacher Induction Program will be allocated directly to approved Policy Committees for the support of induction services except for funds designated for competitive bids by institutions of higher education. Each Policy Committee must designate a local education agency or a state education agency to serve as the committee's fiscal agent.

Each local school district will either form, or associate itself with, a Policy Committee. No school district will be a member of more than one Policy Committee. School districts that have employed an average of less than 15 induction-year teachers each year over the last three years will associate with a consortium serving at least 15 induction-year teachers per year. Waivers from this requirement may be given by the Texas Education Agency under justified circumstances.

Membership on a Policy Committee will consist of school administrator(s), faculty member(s) from one or more institutions of higher education, experienced teacher(s) [preferably current or former mentor(s)], and if available, teacher(s) who have most recently completed the induction program. The institutions of higher education faculty member(s) will be appointed with the advice of the participating district(s) by the head of the institution's professional education unit. When a member from an institution of higher education is unavailable to serve on the Policy Committee, the Texas Education Agency will assist in filling this position. The majority of the Policy Committee membership will be classroom teachers. Member districts will have equal representation on the Policy Committee.

Each Policy Committee will be responsible for:

1. The development of a set of policies and administrative regulations governing the operation of the committee.
2. The election of a chairperson.
3. The review of program and budgetary specifications to assure an appropriate match between program design and program funding.
4. The specification of qualifications required to serve as a mentor teacher.
5. The development of a contract which specifies the responsibilities of the mentor teacher. Days in excess of those required by the mentor's teaching contract, as well as specific mentoring responsibilities, will be included in the contract.
6. The approval of plans for initial and ongoing training and support for mentor teachers.
7. The approval of plans for initial and ongoing training and support for induction-year teachers.
8. The approval of a schedule to provide for mentor teachers to meet for the purpose of sharing general concerns, relating experiences and exchanging ideas. Such meetings will be scheduled at the discretion of the Policy Committee.

9. The approval of a schedule to provide for induction teachers to meet for the purpose of sharing general concerns, relating experiences and exchanging ideas. Such meeting will be scheduled at least once each six weeks.
10. The review of all reports on the operation and success of the induction program.

Committee chairperson. The chairperson will assume the following responsibilities:

1. To call regular and special meetings of the Policy Committee.
2. To maintain and circulate the minutes of the Policy Committee.
3. To prepare and present the Committee the proposed operational budget.
4. To certify to the fiscal agent approved committee disbursements.
5. To serve as a liaison between the Policy Committee and the members' school districts.
6. To notify universities of (a) graduates participating in the induction program and (b) those who successfully complete the induction program.
7. To provide those institutions of higher education with graduates in the induction program, data related to the strengths and deficiencies of their graduates which would include results of TTAS appraisals.
8. To provide an annual evaluation of the induction program to the Policy Committee and member entities.
9. To implement the decisions of the committee.

Mentor training and support. Each Policy Committee will be responsible for the development and provision of initial and ongoing training and support for mentor and induction teachers. When possible, initial training for mentor teachers will be completed prior to their assignment in this capacity and will consist of at least the following: (1) communication and conferencing skills, (2) observation techniques, (3) models of instruction, and (4) specialized training in the Texas Teacher Appraisal System.

Provision for support activities for mentor teachers will be developed by the Policy Committee and included in the application.

Induction-year teacher training and support. Training programs for induction-year teachers will be designed to meet their specific needs as identified by the induction support team, information gained from TTAS appraisals, mentor observations, and preservice records. Topics appropriate for training include, but should not be limited to the following: (1) district and building policies, practices and regulations, (2) unique characteristics and needs of the school and community, (3) activities related to the opening and closing of school, (4) policies and practices related to student assessment and reporting, (5) general instructional strategies, (6) content knowledge and curriculum assistance, (7) classroom management and organization, (8) communication and conferencing skills, (9) self-evaluation techniques, and (10) utilization of instructional media.

Provision for support activities for induction-year teachers will be developed by the Policy Committee and included in the application.

The Local School District

Although the Policy Committee will provide the organizational structure for delivering induction services, the basic responsibility for assuring that each initial year teacher is provided access to the program and the opportunity to participate rests with the local school district. Each participating school district will be responsible for the following:

1. The selection of an individual(s) to represent the school district on the Policy Committee. Each school district holding membership on a committee will have equal representation on the Policy Committee.
2. The preparation of a list of eligible induction-year teachers for submission to the Policy Committee.
3. The selection of individuals to serve as mentor teachers. Mentor teachers will be selected on the basis of qualifications established by the Policy Committee.
4. The optimal placement of induction-year teachers in assignments that will help the teachers succeed.
5. The assessment of induction-year teachers for the purposes of contract renewal and certification status.
6. The role, when requested, of fiscal agent for the Policy Committee.
7. Orientation of induction-year teachers to the local district and building policies and procedures. When possible, this orientation will be held prior to the assumption of classroom responsibility and will involve the mentor teacher in some capacity.

8. The provision of a minimum of 30 clock hours (5 days) of released time per year for both the induction-year teacher and the mentor teacher. Released time is for the purpose of cooperative planning, observations by both the mentor and induction-year teacher, and for support team conferences. Released time for the mentor and induction-year teacher may be simultaneous or may be scheduled at different time periods as determined by the support team with the advice and consent of the principal.

Building administrator. The chief administrative officer of each local campus unit will be responsible for the administration of the induction program on that campus. The building administrator will select the mentor teacher following the procedures set by the Policy Committee.

Support teams. The support team will consist of the mentor teacher, the induction-year teacher, and other individual(s), which may include institutions of higher education faculty, designated by the Policy Committee to provide support to both the mentor teacher and the induction-year teacher. The building administrator is to be apprised of support team activities, to serve as a resource person to the team, and to provide reinforcement and direction to the team as needed.

Induction-year teacher. The induction-year teacher is any individual beginning his/her initial year of service as a teacher whether prepared by a Texas teacher training institution or an out-of-state institution.

Mentor teacher. A mentor teacher will be assigned one initial-year teacher at the beginning of that teacher's assigned responsibility and will serve for one calendar year. A stipend of $1,500 shall be paid to each mentor teacher for specified responsibilities detailed by the Policy Committee However, no stipend shall be paid if the mentor assigned is to perform a master teacher duty for which the state and/or local district is to pay a teacher career ladder stipend. When possible, mentors will be selected from qualified volunteers and from teachers assigned to the same campus and subject or grade level as the induction-year teacher. While the relationship between the mentor teacher and the induction-year teacher is viewed as basically collaborative, it shall be the responsibility of the mentor teacher to serve as team leader in working out this process. The mentor teacher will provide campus level support on an ongoing basis. Consistent with the support role, the mentor will provide instructional assistance, counseling, and general guidance. The mentor will not perform instructional assessment functions for the purpose of providing information to be used for contract renewal or decisions related to certification status. Each mentor teacher will visit the classroom of the assigned induction-year teacher a minimum of two times each semester during regular teaching hours. In addition, each induction-year teacher will visit in the classroom of his/her mentor teacher a minimum of one time each semester during regular teaching hours. Each observation session will include a followup conference. As the success of induction is highly dependent on a strong, positive relationship between the mentor teacher and the induction-year teacher, the mentors will need to commit themselves to spending many more hours working with the induction-year teacher than those directly described herein.

Institutions of Higher Education

Colleges and universities with approved teacher education programs are required to participate in the Beginning Teacher Induction Program and are responsible for the following:

1. To have representatives on one or more Policy Committees.
2. To design and implement research-based initial and followup training for mentors and induction-year teachers.
3. To design and implement evaluations of induction activities at the local campus, Policy Committee, and state levels.
4. To disseminate induction activities through newsletters and other publications.
5. To design regional conferences related to the induction program.
6. To participate in statewide research efforts related to the induction program.
7. To monitor the performance of graduates participating in induction-year programs.
8. To incorporate input from induction experiences into the planning, implementation, and evaluation of preservice-teacher preparation programs.

The Evaluation Design

Applications for designation as a state-approved Policy Committee will include an evaluation component. This component will provide for an annual evaluation which produces both qualitative and quantitative information. The evaluation will provide for the following: (1) feedback from a representative sample of all participants, (2) a measure of the effectiveness of mentors, (3) the degree of cooperation of member school districts and institutions of higher education, (4) the Policy Committee's effectiveness in meeting the goals established for the statewide teacher induction program, and (5) a per participant cost analysis.

Funding Recommendations

The first assumption of the Beginning Teacher Induction Plan for Texas is that the state legislature will provide adequate funding for the implementation of the proposal presented in this report. Program costs for the teacher induction program cannot be borne from existing state resource support levels for either public schools or institutions of higher education which are required by statute to participate in the teacher induction program.

The plan's cost projections are based on the following set of resource requirement assumptions:

1. It is estimated that the program will serve at least 12,000 induction-year teachers by 1992.
2. Each induction-year teacher will have an assigned mentor teacher.
3. A minimum of five released work days (30 hours) per year will be provided for each mentor teacher and for each induction-year teacher, during which time the school district will provide substitute instructors.
4. Policy Committees will need resources to cover the cost of basic operating activities, for example, telephone, mailings, development of informational materials, program disbursements, etc., to meet statutory teacher induction year and district induction program requirements.

5. Mentors and induction-year teachers will be required to participate in pre-induction year training/orientation and ongoing program training requiring resource support.
6. Support funds are to be disbursed by the Policy Committee in accordance with the approved induction year program.
7. Higher education activities will be reimbursed through the Policy Committee for mentor training programs and other forms of assistance, as well as costs associated with participation on the Policy Committee.
8. Support funds for research, assessment, and dissemination are to be disbursed on a competitive basis by the Texas Education Agency to institutions of higher education.

Pilot Testing

At the recommendation of the Commissioner of Education, the State Board of Education has included in its FY 1990-1991 appropriations request to the legislature $350,000 in the first year to conduct three to five pilot studies to test different implementation strategies and delivery systems for the public schools of Texas. The number of pilot projects is intended to reflect a variety of delivery systems based on size and geography of school districts.

It is anticipated that the request for full funding for the Beginning Teacher Induction Plan will not be made until the 1991 legislative session because graduates of the programs affected by SB 994 will not begin to enter the profession in significant numbers until 1992.

APPENDIX A

COMMISSIONERS' ADVISORY COMMITTEE
on TEACHER INDUCTION

Committee Charge

To advise the Commissioner of Education and the Commissioner of Higher Education regarding the state mandate (Texas Education Code, Section 13.038) to develop a comprehensive teaching induction program for the probationary period.

Statutory Language in SB 994 on Induction Program

Section 13.037. (a) Graduates of teacher education programs or persons admitted to alternative certification programs shall be recommended for probationary teacher status for entry into an induction program for their probationary year as established under Section 13.306 of this code.

Section 13.038. TEACHER INDUCTION. (a) The State Board of Education and the Coordinating Board, Texas College and University Systems, shall develop a comprehensive teaching induction program for the probationary period.

(b) The induction program shall include a one-year period of teaching cooperatively supervised by experienced teachers, school administrators, and faculty of institutions of higher education.

Specifically to be included in the committee's recommendations to the commissioners are:

1. identification of the goals, purposes, and emphases of the program and the resulting roles and responsibilities of the public schools and higher education institutions;
2. determination of whether to use a single state delivery model or multiple approaches;
3. alternatives for financial support of the program;
4. a projected timeline for development, piloting, and implementation; and
5. the addressing of interrelated issues such as certification, contract status, etc.

COMMISSIONERS' ADVISORY COMMITTEE
on TEACHER EDUCATION

Elaboration on the request for recommendations by the committee

1. Assume that function of the induction program is to assist and assess beginning teachers.

    a. What should be the relative emphasis on assistance versus assessment?

    b. What roles should be played in an induction program by public school teachers and administrators and by university faculty?

    c. Of what should the induction program consist?

2. What are the best models for induction and which should be used?

3. What will be the costs of the induction program? Who should pay them? How? When?

4. What schedule should be followed in developing an induction program?

    a. We assume that the induction program called for by SB 994 should be in operation by fall 1991.

    b. We ask for your full report by December 1.

    c. For purposes of seeking an appropriation for FY 90 and FY 91, we need your recommendations by June 1 on the amount of funds required.

5. What else, if anything, besides the induction year design needs to be developed for a comprehensive induction program?

APPENDIX B

NATIONAL ACTIVITY RELATED TO TEACHER INDUCTION*

The history of teacher induction programs in the United States is really quite brief. Prior to 1980, most educators who were writing about teacher induction were from other countries, namely Great Britain and Australia. Until quite recently, only a few isolated induction programs most of which were initiated by local districts or individual schools were in operation in the U.S. In 1980, Florida was the only state which had a mandated induction program. The movement toward induction programs has grown dramatically in this decade due to the educational reforms that have swept this country, and today at least 31 states have either implemented or are piloting/planning teacher induction programs. A number of stimuli including national commission reports, professional literature and activity, and state legislation have helped advance teacher induction policy and practice in this country.

National Commission Reports

A number of national reports have addressed the issue of teacher induction and internships. Among these reports are the NCATE Redesign (1985), the Holmes Group report titled "Tomorrow's Teachers" (1986), the Carnegie Forum report titled "A Nation Prepared: Teachers for the 21st Century (1986), the ATE Blue Ribbon Task Force report titled "Visions of Reform: Implications for the Education Profession (Sikula, 1986), and the ATE Induction Commission report titled "Teacher Induction: A New Beginning (1987). All five reports recommend a supported induction period for beginning teachers indicating that the issue of teacher induction is firmly planted in the national spotlight of educational reform.

---

*Excerpted from Huling-Austin, L. (In press). Teacher induction programs and internships in Handbook of research on teacher education. Macmillan Publishing Company and the Association of Teacher Educators.

Professional Literature and Activity Related to Teacher Induction

The educational literature is also reflective of the increasing popularity of the topic of teacher induction. For example, several major journals have devoted entire issues to the topic including Educational Leadership (November, 1985), Journal of Teacher Education (January-February, 1986), Kappa Delta Pi Record (July-August, 1986), and Action in Teacher Education (Winter, 1987). The ERIC Clearinghouse for Teacher Education (1986) has recently produced three digests related to beginning teachers under the titles of "Components of Induction Programs," "Teacher Mentoring," and "Current Developments of Teacher Induction Programs." Other noteworthy writings in the field include a selected annotated bibliography on "The Knowledge Base for Teacher Induction" compiled by Johnston (1988) and a set of background papers entitled "The First Year of Teaching" commissioned by the Illinois State Board of Education (Griffin & Millies, 1987).

Annual meeting programs of various educational organizations including Association of Teacher Educators, American Association of Colleges of Teacher Education, American Educational Research Association, and National Staff Development Council, to name a few, also indicate increasing numbers of sessions are being devoted to the topic of teacher induction. Several national conferences focusing totally or partially on teacher induction have recently been sponsored by the Research and Development Center for Teacher Education (R&DCTE) at The University of Texas at Austin and have resulted in publications of proceedings (Griffin & Hukill, 1983; Hord, O'Neal, & Smith, 1985; and Huling-Austin, Putman, Edwards, & Galvez-Hjornevik, 1985).

A national Teacher Induction Network consisting of persons working in the field of teacher induction from local school districts, colleges and universities, state departments of education, regional educational service agencies, and national professional organizations was also launched by R&DCTE in 1983. This network continues to operate out of the LBJ Institute for the Improvement of Teaching and Learning at Southwest Texas State University.

The Association of Teacher Educators sponsored a three-year national Commission on the Teacher Induction Process from 1985 to 1988. This body produced a monograph on teacher induction (Brooks, 1987) and jointly produced, along with the national Teacher Induction Network, a national Directory of Teacher Induction Programs (Huling-Austin, (ed.), 1986). (Both of these publications are available from the ATE office). After concluding its work at the 1988 annual meeting, the ATE Commission on Teacher Induction formed a Special Interest Group on Teacher Induction which will continue to operate as a regular part of ATE.

State Legislation

Even though three national surveys of the state legislative activity related to teacher induction have been conducted since 1985, it is still difficult to obtain up-to-date information because the field is changing so rapidly. Surveys have been sponsored by the ATE Induction Commission (Hawk & Robards in Brooks (ed.), 1987), the Illinois State Board of Education (Eastern Illinois University, 1986), and by the American Association of Colleges of Teacher Education (AACTE) (Neuweiler, 1987).

The most recent quantified data is provided by the Illinois report which indicates that of the 50 states and the District of Columbia (treated as a state unit), 17 states had induction programs in the piloting or implementation stages, 14 states had programs in the study/planning/development stages, and 20 states had no programs or current planning for such programs. Of the states with operating programs, virtually all were established by state mandate (either legislation or state agency regulations). Fourteen of the 17 states indicated that their programs were linked to certification, and an additional state indicated that its program would be linked to certification in 1988.

The cost of a state program per beginning teacher varies widely. It is difficult to present a valid average figure because of the unavailability of data in five of the 17 states and the "softness" of some of the variables that went into some states' approximation of this figure. It may be noted, however, that costs per beginning teacher from an approximation of $100 in Georgia and North Carolina to $5,000 in the District of Columbia (Eastern Illinois University, 1986). The average per beginning teacher expenditure among those programs reporting an amount was approximately $1,300.

It is also interesting to note that in more recent data compiled by AACTE in December 1987, only three states reported that there was no activity at the state level related to teacher induction. This information clearly indicates that concern about teacher induction is quickly sweeping the entire nation, even more than most educational movements in recent history.

In Summary

Compared to one decade ago there is a great amount of interest and activity related to teacher induction. An increasing body of literature on the topic of teacher induction is providing the field with both direction and intriguing questions still to answer. State legislatures are communicating a clear message about the importance of teacher induction. Collectively, these efforts provide the groundwork upon which to build induction programs that are more effective for participants and more cost-effective for sponsoring agencies.

References

A nation prepared: Teachers for the 21st century. The report of the Task Force on Teaching as a Profession. (1986). New York: Carnegie Forum on Education and the Economy.

Brooks, D. M. (1987). Teacher induction: A new beginning. Reston, VA: Association of Teacher Educators. (ERIC Document Reproduction No. 279 607.)

Eastern Illinois University. (1986). Final report for initial year of teaching study. Chicago, IL: Illinois State Board of Education.

ERIC Digest. (1986). Components of teacher induction programs. ERIC Clearinghouse on Teacher Education.

ERIC Digest. (1986). Current developments in teacher induction programs. ERIC Clearinghouse on Teacher Education.

ERIC Digest. (1986). Teacher mentoring. ERIC Clearinghouse on Teacher Education.

Griffin, G. A., & Millies, S. (Eds.). (1987). The first years of teaching: Background papers and a proposal. Chicago, IL: Illinois State Board of Education.

Griffin, G. A., & Hukill, H. (1983). First years of teaching: What are the pertinent issues? (Report No. 9051). Austin: The University of Texas at Austin, Research and Development Center for Teacher Education.

Hawk, P., & Robards, S. (1987). Statewide teacher induction programs. In D. Brooks (ed.), Teacher induction: A new beginning. Reston, VA: Association of Teacher Educators, pp. 33-44.

Hord, S. M., O'Neal, S. F., & Smith, M. L. (Eds). (1985). Beyond the looking glass: Papers from a national symposium on teacher education policies, practices and research (Report No. 7203). Austin: The University of Texas at Austin, Research and Development Center for Teacher Education

Huling-Austin, L. (Ed.). (1986). Directory of teacher induction programs (Report No. 7216). Austin: The University of Texas at Austin, Research and Development Center for Teacher Education and the ATE Commission on the Teacher Induction Process.

Huling-Austin, L., Putman, S., Edwards, S., & Galvez-Hjornevik, C. (1985). MTIP satellite conference proceedings (Report No. 7209). Austin: The University of Texas at Austin, Research and Development Center for Teacher Education.

Johnston, J. M. (1988). The knowledge base of teacher induction: A selected annotated bibliography. Paper presented at the annual meeting of the Association of Teacher Educators, San Diego, CA.

NCATE Redesign. (1875). Washington, DC: National Council for the Accreditation of Teacher Education.

Neuweiler, H. B. (1987). Teacher education policy in the states: 50-state survey of legislative and administrative actions. Washington, DC: The American Association of Colleges for Teacher Education.

Sikula, J. (Chair). (1986). Visions of reform: Implications for the education profession. The report of the ATE Blue Ribbon Task Force. Reston, VA: The Association of Teacher Educators.

Tomorrow's teachers. A report of the Holmes Group. (1986). East Lansing: The Holmes Group, Inc.

APPENDIX C

TIMELINE FOR INDUCTION YEAR PROGRAM

1988-89

- Advisory Committee completes report
- Public hearings held
- Funds requested for pilots
- TEA develops RFPs with Advisory Committee guidelines

1989-90

- RFPs distributed
- Grants completed and awarded
- Implementation planning is refined for targeted new personnel
- Technical assistance provided by TEA

1990-91

- Local pilots implemented
- Evaluation from pilots shape guidelines
- Technical assistance provided
- Board rules approved
- Funds requested for implementation during next biennium

1991-92

- Local planning occurs
- TEA provides technical assistance and training materials
- TEA approves local plans
- Districts with new teachers utilize state materials

1992-93

- TEA approves local plans
- Technical assistance continues
- Statewide implementation achieved with all districts having plans*

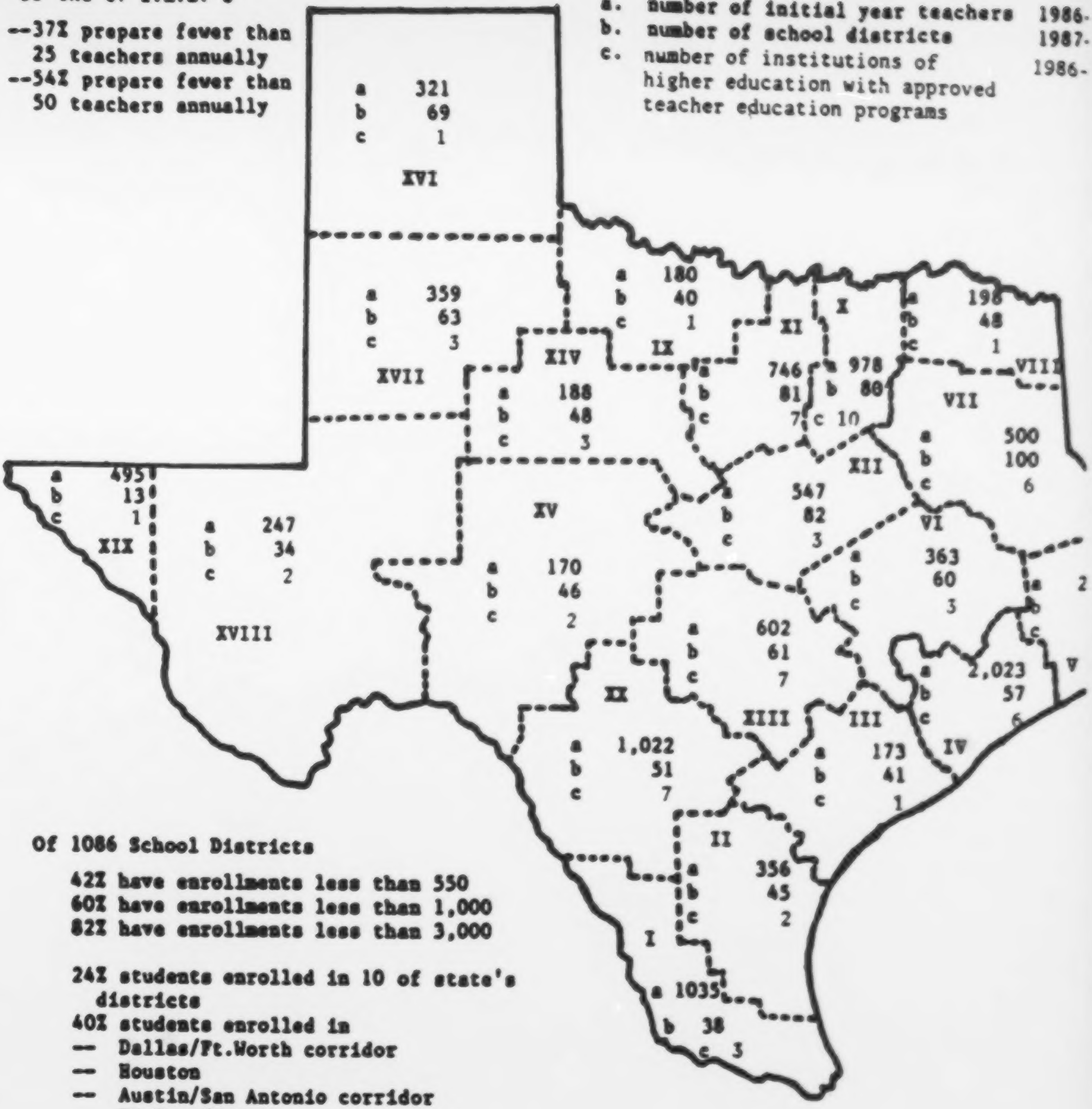
*While a few prospective teachers may graduate prior to December 1991, the first group with reduced hours in education courses will complete their preservice preparation in December 1991. The proposed induction program would apply to all beginning teachers with less than a full year of teaching; therefore, beginning teachers who enter the classroom in January 1992 would begin their induction program in September 1992.

APPENDIX D

Of the 67 I.H.E.'s

--37% prepare fewer than 25 teachers annually
--54% prepare fewer than 50 teachers annually

a. number of initial year teachers 1986-
b. number of school districts 1987-
c. number of institutions of higher education with approved teacher education programs 1986-



XVI
a 321
b 69
c 1
XVII
a 359
b 63
c 3
XIX
a 495
b 13
c 1
XVIII
a 247
b 34
c 2
XIV
a 188
b 48
c 3
IX
a 180
b 40
c 1
XI
a 746
b 81
c 7
X
a 978
b 80
c 10
VIII
a 196
b 48
c 1
VII
a 500
b 100
c 6
XV
a 170
b 46
c 2
XII
a 547
b 82
c 3
VI
a 363
b 60
c 3
V
a 2
b
c
XIII
a 602
b 61
c 7
XX
a 1,022
b 51
c 7
III
a 173
b 41
c 1
IV
a 2,023
b 57
c 6
II
a 356
b 45
c 2
I
a 1035
b 38
c 3

Of 1086 School Districts

42% have enrollments less than 550
60% have enrollments less than 1,000
82% have enrollments less than 3,000

24% students enrolled in 10 of state's districts
40% students enrolled in
-- Dallas/Ft.Worth corridor
-- Houston
-- Austin/San Antonio corridor
-- El Paso/Ysleta

Technology and Teacher Induction

Senate Bill 994, passed by the 70th Texas Legislature, requires the State Board of Education and the Texas Higher Education Coordinating Board to develop a comprehensive teacher induction program for beginning teachers. The goals of the induction program are to improve the effectiveness of beginning teachers, to assure quality instruction for students, and to increase the retention of beginning teachers through the provisions of formal support during the initial year in the classroom.

Utilizing the position paper "Beginning Teacher Induction Plan for Texas Schools" (presented to both boards in the fall of 1988 by the Commissioners' Advisory Committee on Teacher Induction) as a springboard, initial efforts for the beginning teacher induction program have been developed and are currently in progress with plans for at least one pilot project during the 1990-91 school year that maximizes the use of technology. An exploratory seminar is being contemplated for the spring to bring together school personnel (teachers and administrators), college and university faculties, regional education service center personnel, and representatives of the teacher centers. This seminar would attempt to focus on several issues such as strategies for:

1) the use of existing computerized telecommunications systems to link teachers, school districts, colleges/universities, service centers and teacher centers;
2) the organization, management, and financing of the program;
3) providing training and technical assistance for participants; and
4) collecting research data for evaluating program effectiveness.

At the current time the staff is attempting to review the statewide beginning teacher induction program from a more global view that encompasses inservice education of school personnel, the preservice education provided by institutions of higher education that includes continued involvement during the induction year, and some aspects of foundation school program financing.

Statewide implementation is anticipated during the 1992-93 school year.

SECTION VII. - INSTRUCTIONAL PLANNING

TABLE OF CONTENTS

Page

What Makes a School Effective? VII-1

Effective School Characteristics VII-8

Classroom Effectiveness VII-12

Student Characteristics VII-13

Discipline/Classroom Management VII-17

Supervision for Intelligent Teaching VII-37

Bloom's Taxonomy VII-41

Learning Styles VII-43

Teaching Students to Become More Reflective VII-49

What Makes a School Effective?*

During the 1980's a prevalent theme in the many reform reports was the call for effective schools. Over the past 10 to 15 years a considerable body of research has accumulated that helps to identify the characteristics of effective schools. One of the pioneer studies of school influences on achievement was done by George Weber (1971). In his investigation of four inner-city schools in New York City that were performing above national norms on standardized tests, Weber identified several factors contributing to their achievement at higher than expected levels. These were: the tone the principal set for the school; high expectations; quiet pleasant learning atmosphere; acquisition of reading skills; evaluation of pupil progress; additional reading personnel; phonics instruction; and individualization of instruction. The last three items have not been confirmed by subsequent school effectiveness research.

Henry Dyer (1972) developed a procedure for predicting school effectiveness by using student socioeconomic status (SES) as well as past achievement test scores. He was able to calculate a measure of school effectiveness based on a prediction of the expected mean scores for a school and the discrepancy between predicted scores and actual scores. By factoring in SES data, the assumption was that higher SES schools would achieve higher test scores than lower SES schools. This was generally true; but effective school advocates were quick to point out that this need not be the case, since there were schools using Dyer's model that scored higher than predicted. Robert Klitgaard and George Hall (1973) built on Dyer's work by identifying schools that were "statistically unusual" in that they were achieving well above expected or predicted levels. After reviewing data from schools in Michigan and from New York City elementary schools, and schools participating in Project Talent and Project Yardstick, they concluded: "moving away from average effects in educational research and policy making does seem worthwhile. We have located schools and districts that consistently perform better than their than their peers. It is probably worthwhile to continue such research, and to begin looking for unusual effective classrooms and programs."

Wilbur Brookover and Lawrence Lezotte (1977), in their study of characteristics of schools with improving student achievement, examined six Michigan schools that had improving achievement and two that had declining achievement.

**Effective Schools Research, Practice and Promise*. Phi Delta Kappan, Fastback 276.

In the improving schools:

1. Staff placed more emphasis on basic reading and mathematics objectives.
2. Staff and the principals believed that all students can master basic learning objectives.
3. Stall believed that most of their students would finish high school.
4. Staff believed they could make a real difference in student learning, regardless of students' home background.
5. Principals tended to exert more leadership in areas of instruction, discipline, and evaluation of student performance.
6. Staff tended to accept responsibilities for accountability as measured by criterion-referenced tests.
7. Staff were less satisfied with student achievement than their counterparts in declining schools, who tended to be complacent.
8. Parent-initiated contact was more prevalent.

With the focus of investigation changing to school-level analysis, researchers set out to discover what factors in schools encouraged higher student achievement, while holding socioeconomic factors constant. Schools were matched on the basis of student SES and then scrutinized to determine why some schools scored higher than others with similar student SES populations. Brookover et al.(1979) found that in schools with similar students, high achieving schools differed from low achieving schools in the following ways:

> Our data indicate that high achieving schools are most likely to be characterized by the students feeling that they have control or mastery of their academic work, and, the school system is not stacked against them. This is expressed in their feelings that what they do may make a difference in their success and that

---

**Effective Schools Research, Practice and Promise.* Phi Delta Kappan, Fastback 276.

> teachers care about their academic performance. Teachers and principals in higher achieving schools express the belief that students can master their academic work, and that they expect them to do so; and they are committed to seeing that their students learn to read, and to do mathematics, and other academic work. These teacher and principal expectations are expressed in such a way that the students perceive that they are expected to learn and the school academic norms are recognized as setting a standard of high achievement. These norms and the teachers' commitment are expressed in the instructional activities which absorb most of the school day. There is little differentiation among students or the instructional programs provided for them. Teachers consistently reward students for their demonstrated achievement in the academic subjects and do not indiscriminately reward students for responding regardless of the correctness of their response. (p. 143)

Michael Rutter (1979) and his associates followed students in 12 inner-city schools in London for five years. While holding SES constant in these schools, the researchers studied four student outcomes: achievement, attendance, behavior, and delinquency. All of the 12 schools had similar input variables, but the outcomes were quite different. The researchers identified seven characteristics under the control and administrators that accounted for the differences.

These were:

1. Academic emphasis
2 Skills of teachers
3 Teachers' instructional behaviors
4 Rewards and punishments
5 Student climate
6. Student responsibility and participation.

The late Ron Edmonds has been one of the leading spokespersons for the effective schools movement. His research over the years dealt primarily with urban schools that were instructionally effective for poor and minority children. The Search for Effective Schools Projects, a multi-phased effort, culminated with a study comparing effective and phased

---

**Effective Schools Research, Practice and Promise*, Phi Delta Kappan, Fastback 276.

effort, culminated with a study comparing effective and ineffective schools in Lansing, Michigan. Edmonds (1979) identifies the characteristics of effective schools for the urban poor as:

> a) They have strong administrative leadership without which the disparate elements of good schooling can neither be brought together nor kept together; b) Schools that are instructionally effective for poor children have a climate of expectation in which no children are permitted to fall below minimum but efficacious levels of achievement; c) The school's atmosphere is orderly without being rigid, quiet without being oppressive, and generally conductive to the instructional business at hand; d) Effective schools get that way partly by making it clear that pupil acquisition of the basic school skills takes precedence over all other school activities; e) When necessary, school energy and resources can be diverted from other business in furtherance of the fundamental objectives; and f) There must be some means by which pupil progress can be frequently monitored. These means may be as traditional as classroom testing on the day's lesson or as advanced as criterion-reference systemwide standardized measures. The point is that some means must exist in the school by which the principal and the teachers remain constantly aware of pupil progress in relationship to instructional objectives. (p. 22)

Stewart Purkey and Marshall Smith (1983), in their comprehensive review of school effectiveness research, present a "portrait" of an effective school, which includes organizational/structural variables and process variables. The organizational/structural variables are:

1. School-site management
2. Instructional leadership
3. Staff stability
4. Curriculum articulation and organization
5. Schoolwide staff development
6. Parental involvement and support
7. Schoolwide recognition of academic success

**Effective Schools Research, Practice and Promise*, Phi Delta Kappan, Fastback 276.

8. Maximized learning time

9. District support

Process variables

1. Collaborative planning and collegial relationships

2. Sense of community

3. Clear goals and high expectations commonly shared

4. Order and discipline (p. 442-46)

With reference to the process variables, Purkey and Smith note: "the new school climate must develop over time as people begin to think and behave in new ways. The process is certainly not mystical or terribly complex, but it would seem to demand an organic conception of schools and some faith in people's ability to work together toward common ends" (p. 445)

Five Factors of School Effectiveness

Research on effective schools has not been without its critics (see Cuban 1983; Stedman 1987 and 1988). For example, Purkey and Smith (1983), after reviewing the research, state: "We find it is weak in many respects, most notably in its tendency to present narrow, often simplistic, recipes for school improvement derived from non-experimental data"(p. 427). However, they go on to say: "Theory and common sense, however, do support many of the findings of school effectiveness research" (p. 427). What research has clearly demonstrated is that some schools are better than others with similar populations. And some schools serving lower socioeconomic students achieve much higher than expected. Although there are variations in the school effectiveness research, five factors seem to be consistent across studies. These are:

1. Strong instructional leadership by the principal

2. Clear instructional focus

**Effective Schools Research, Practice and Promise*, Phi Delta Kappan, Fastback 276.

3. High expectations and standards

4. Safe and orderly climate

Apparently these factors interact with one another to produce a good school (Gage 1978). All must coexist for significant positive results to occur. Therefore, those who undertake school improvement using the effective schools model must advance on multiple fronts simultaneously in order to achieve maximum benefits.

Aside from the research, the most persuasive rationale for the five-factor school effectiveness model is that practitioners can embrace the ideas. Unlike some other school improvement models, this one is relatively simple, it makes common sense. And what makes the model particularly palatable to school boards is that its advocates have not tied their claims of higher achievement to correspondingly higher funding levels.

A legitimate question can be raised as to whether these five factors actually cause a school to be effective or whether they are camouflaging other equally potent factors. Further research may provide an answer to this question. The fact remains that these five factors appear to permeate effective schools. Both practitioners and scholars can rally around them as a framework for improving schools and student achievement.

---

*_Effective Schools Research, Practice and Promise_, Phi Delta Kappan, Fastback 276.

EFFECTIVE SCHOOL CORRELATES*

1. **PRINCIPAL AS INSTRUCTIONAL LEADER**
2. **SCHOOL CLIMATE**
3. **HIGH EXPECTATIONS**
4. **MEASUREMENT**
5. **INSTRUCTIONAL FOCUS**
6. **PARENTAL INVOLVEMENT**

---

*Contreras, G. (1989). *Teacher Retention Project. The University of North Texas: Advice From the Wise: A Collegial Consultation Model for Experienced and Beginning Teachers.* Denton, TX: University of North Texas/Denton Independent School District. Center for Developmental Studies.

EFFECTIVE SCHOOL CHARACTERISTICS*

INSTRUCTIONAL LEADERSHIP

Indicators

1. Principal is accessible for discussion of instructional matters.
2. Principal keeps open lines of communication and responds to teachers, staff, students, and parents.
3. Principal plans for/maintains ongoing staff development program for faculty.
4. Teachers are encouraged to work together for effective coordination of the instructional program within and between the grades.
5. School improvement priorities and plans are developed cooperatively by principal, teachers, parents, and students.
6. Principal actively secures resources, communicates with community leaders, and arranges as well as promotes opportunities for faculty staff development activities.
7. Regularly scheduled faculty meetings are held to discuss instruction and students achievement.
8. Principal leads frequent, formal discussions with staff concerning instruction and student achievement.
9. Principal reviews and interprets test results with and for faculty.
10. Principal discusses lesson plans with teachers.
11. Individual teachers and principals meet to discuss focus of classroom observations.

---

*Contreras, G. (1989). *Teacher Retention Project. The University of North Texas: Advice From the Wise: A Collegial Consultation Model for Experienced and Beginning Teachers*. Denton, TX: University of North Texas/Denton Independent School District. Center for Developmental Studies.

12. Principal makes frequent, formal classroom observations.

13. Supervision is directed at instruction.

14. Discussions with the principal result in improved teacher instructional practices.

15. Principal encourages parent/community involvement through accountability and/or advisory groups.

---

*Contreras, G. (1989). *Teacher Retention Project. The University of North Texas:* ***Advice From the Wise:*** *A Collegial Consultation Model for Experienced and Beginning Teachers.* Denton, TX: University of North Texas/Denton Independent School District. Center for Developmental Studies.

EFFECTIVE SCHOOL CHARACTERISTICS*

HIGH STUDENT EXPECTATIONS

INDICATORS

1. All teachers in school hold consistently high expectations for all students.

2. Teachers believe all students in school can master basic skills as a result of the instructional program.

3. Teachers believe they are responsible for all students mastering all basic skills at each grade level.

4. Teachers ensure that all children have equal opportunity to actively participate in classrooms.

5. Teachers believe that students' home backgrounds are not the primary factor in determining their achievement in classrooms.

6. All of the students in school are expected to complete graduation competencies or requirements.

7. Teachers' expectations are expressed through clear goals for student achievement.

8. Teachers treat students in ways which emphasize success and potential rather than those which focus on failure and shortcomings.

9. Teachers encourage all students through rewards, praise and recognition.

10. Student achievements are featured in school and community newspapers, newsletters, and other news media.

11. Retained students in each grade are not predominantly from one ethnic or socioeconomic group.

*Garmston, R. (1989). *Effective School Characteristics*. Sacramento: California State University.

12. Students work is displayed on bulletin boards, in halls, and in learning areas.

13. Teachers use high levels of engaged time and student-teacher interaction as major instructional modes; rather than high levels of individual seatwork assignments.

---

*Garmston, R. (1989). *Effective School Characteristics.* Sacramento: California State University.

CLASSROOM EFFECTIVENESS*

EFFECTIVE TEACHERS

- BELIEVE ALL STUDENTS CAN LEARN AND TAKE RESPONSIBILITY TO SEE THAT THEY DO
- KEEP STUDENTS ON TASK
- USE CLEAN INSTRUCTIONAL CUES
- ARE GOOD MANAGERS
- MAKE USE OF BOTH WHOLE AND SMALL GROUP INSTRUCTION METHODS
- PROGRAMS FOR SUCCESS
- FOR YOUNGER OR LESS SKILLED STUDENTS PROVIDE MORE STRUCTURE
- FOR OLDER OR MORE SKILLED STUDENTS PROVIDE MORE STRUCTURE
- FOR OLDER OR MORE SKILLED PUPILS ENCOURAGE STUDENTS TO ASSUME RESPONSIBILITY FOR LEARNING

---

*National School Public Relations Association (1989). *Good Schools: What Makes Them Work.*

Characteristics of Students Who Require Much Structure*

1. They have a short attention span, cannot sit still for the period-in constant movement.
2. They have no inner control as individuals, do not know how to function in group situations (many physical and verbal fights).
3. They (usually boys) are physical with each other and try the rules often.
4. They ask for direction often. (They do not rely on themselves or want to think.)
5. They are literal and unable to make inferences or interpretations.
6. They lack self-confidence, generally have a poor self-image.
7. They have difficulty organizing themselves and their materials.
8. They do not reveal anything of themselves or express personal opinions-everything is very objective. They are afraid to get emotionally involved with a story or film.
9. They have a wide range of abilities.
10. They see things in black and white with no gray in between.
11. They want to know the basic information or process and are not interested in the sidelights.
12. They are incapable of handling general questions or thinking through a problem; they guess and let it go at that.
13. They do not assume responsibility for their own actions.
14. They work only because the teacher tells them to work and look to peers for approval.
15. They are laconic; they give brief answers with little elaboration.

---

*Hunt, D. E. *Learning Style and Student Needs. An Introduction to Conceptual Levels in Student Learning Styles*. Reston, VA. National Association of Secondary School Principals.

Characteristics of Students Who Require Some Structure*

1. They are oriented to the role of the good student (one who gets the right answers, has neat work, and good work habits).
2. They seek teacher approval and strive to please the teacher; they go along with what the teacher says.
3. They want to work alone at their own desks.
4. They are reluctant to try anything new; they do not like to appear wrong or dumb.
5. They do not express personal opinions.
6. They do not ask questions.
7. They are confused by choices.
8. They are incapable of adjusting to a different teacher; they are upset by visitors or alterations of the schedule.
9. They look for reassurance and frequently ask, "Is this right?" "What should I do now?" "What should I write?"

---

*Hunt, D. E. *Learning Style and Student Needs: An Introduction to Conceptual Levels in Student Learning Styles*. Reston, VA. National Association of Secondary School Principals.

DEFINITIONS OF THE CONCEPT OF CLIMATE*

- A set of internal characteristics that distinguishes one school from another and influences the behavior of people.
- An end product of the school groups - students, teachers, administrators - as they work to balance the organizational and individual dimensions of a social system. These products include shared values (kindness, success, etc.), social beliefs and social standards (behaviors).
- Factors determining climate include: Goal definition, leader-ship style, morale and self-worth.
- Roughly similar to the personality of a school.

---

*Laredo State University (1990, February). Mentor manual composed of materials from teacher training projects. Laredo State University, Laredo, TX.

INDICATORS OF AN ORDERLY ENVIRONMENT*

STUDENTS

- ON TASK MOST OF THE TIME
- SUCCESSFUL
- GENERALLY WELL BEHAVED
- PERCEIVE DISCIPLINE PROCEDURES AS FAIR
- PARTICIPATE IN SCHOOL ACTIVITIES

---

*Laredo State University (1990, February). Mentor manual composed of materials from teacher training projects. Laredo State University, Laredo, TX.

HANDLING INAPPROPRIATE BEHAVIOR PROMPTLY*

Behavior that is contrary to a rule or does not follow a procedure is inappropriate. It is, unfortunately, a normal, everyday occurrence even in well-managed classrooms. Junior high students are not marionettes who move only at the will of the puppeteer-teacher. In five class periods of 25 to 30 students each day, it is inevitable that a teacher will encounter some students who come late to class, interrupt others, don't raise their hands, leave their seats, fail to complete assignments, pass notes, forget their class materials, etc.

If you are a careful observer of students, you will detect such behavior when it first occurs; it is easiest to correct then. If allowed to continue unchecked, misbehavior frequently escalates into greater disruption and/or involves more students. If a rule violation is ignored, other students may be tempted to try it themselves. Also, peers may give reinforcing attention to obvious rule violations, making management more difficult.

Most types of inappropriate behavior can be handled by using one or more simple procedures that require only a small amount of time, energy and attention. In fact, you will want to avoid making a "federal case" out of each incident. The following procedures are often effective in handling minor problems.

FOUR SIMPLE WAYS TO HANDLE INAPPROPRIATE BEHAVIOR

1. Make eye contact with or move closer to the offender. Use a signal to terminate the behavior (e.g., a finger to the lips to stop talking, nodding at or pointing to the student's desk if she or he is out of their seat). Monitor the student to make sure she or he ends the violation and begins the appropriate behavior.

2. If the student is not following a procedure correctly, remind the student of the correct procedure. Have the student perform the correct procedure. Maybe she or he doesn't understand it.

3. Ask the student to state the appropriate rule or procedure, then follow it.

---

*Stallings, J. *Monitoring Student Behaviour.* University of Houston-Northwest. Houston, TX.

4. Tell the student to stop the rule violation. Monitor the student until you can observe appropriate behavior. Often a simple request or statement to stop is sufficient.

Note that the underlying purpose of the above procedures is corrective; that is, their focus is on helping the student learn to behave appropriately. You will be able to use these techniques most effectively if you do not become upset or angry at each rule or procedure violation. Treat the inappropriate behavior as you would a failure to understand some item of context: the student needs to learn something he does not know or is unable to do.

Although the four procedures above can be used effectively to handle much inappropriate behavior, they should not be used in all cases. First, a teacher may be busy with a lesson or with another activity when a rule or procedure violation is noticed If the disruption is limited and not likely to spread, it may be more appropriate to give delayed feedback. That is, rather than interrupt the ongoing activity, the teacher makes a mental note of the problem and, at a more convenient time, speaks to the offending student(s). A second consideration is that some procedural violations can be safely ignored. Some examples might be:

> Occasional "call-outs" during discussion. If you remind students each time, you may interrupt the lesson more than the "call-outs" do.
>
> Brief whispering between two students during a presentation. As long as it does not continue, spread, become habitual, or obvious, there is no need to try to handle this transitory behavior.
>
> Short periods of inattention by individual students. You cannot possibly check or react to each incident of daydreaming, visual wandering or fidgeting in a class of 30 junior high students and retain your sanity, much less continuity of instruction.

Guidelines for what might be ignored include:
The problem is momentary and not likely to escalate.
It is a minor deviation.
Handling it would interrupt the flow of the lesson.
Other students are not involved.

---

*Stailings, J. *Monitoring Student Behaviour.* University of Houston-Northwest. Houston, TX.

The reason for ignoring deviations that meet these guidelines is that such behaviors pose no problem, either in the short or long run, to the management system or to the willingness of students to cooperate with the teacher or to be involved in their work. Furthermore, if the teacher reacts to each such deviation, lessons will be excessively interrupted and students may begin to react negatively to a perceived attempt to over-control their behavior.

Consistent Use of Consequences

Some classroom rules and procedures have pre-stated consequences, either because school policy specifies them or because the teacher has identified the consequences to be used if a particular rule is violated. For example, an unexcused tardy results in detention; unexcused late assignments may receive a reduced grade or no credit; a lost book must be paid for; gum which is not properly used must be discarded; and so forth.

Having identified the consequences for particular rules, the teacher must follow through consistently when the rule is violated. To do otherwise would be to communicate to students an arbitrary use of authority. It would be resented by those who were let off that they had a special privilege; and it would confuse all of the students.

Often, when teachers are inconsistent in their use of consequences, the incidence of inappropriate behavior increases because students test the limits of the rules to determine the conditions under which they will be enforced. Students seem to seek a predictable environment and a teacher who provides it will have fewer problems. There are two important qualifications to the principle of using consequences consistently. First, being consistent does not mean being "foolishly consistent." Sometimes a student has a valid excuse for breaking a rule or the teacher will aware of extenuating circumstances. In such a case, there is no point involving a consequence simply to maintain the appearance of consistency. If the rule violation was an obvious one, then the teacher can indicate to the class that an exception to the rule was made for good reason.

A second qualification is to take stock of your system of rules, procedures and consequences after the school year is underway. It may be that a particular consequence does not work very well, whether because it is too time-consuming to use or because it does not fit the needs of your

---

*Stallings, J. *Monitoring Student Behaviour.* University of Houston-Northwest. Houston, TX.

students. You may want to add a rule or change a procedure to cover an unexpected circumstance. As long as you explain the change to your students, you are not being inconsistent.

Special Problems

In spite of a teacher's best efforts to plan and implement a management system, problems will arise that are not easily solved and that cause teachers anxiety or frustration. These problems include:

1. Students who chronically avoid work;

2. Habitual rule breaking, and

3. Fighting, destruction of property, display of weapons, gross indecency.

Each of these problems is discussed below, along with recommendations.

1. *Chronic word avoidance.* This behavior is manifest in many ways, including skipping class, not turning in assignments, sloppy and incomplete work, "fooling around" during seatwork assignments, and poor effort. Such students may be average or above average in ability, but for a variety of reasons, they simply do not work. The teacher must determine if the student is capable of doing the work. If not, then some adjustment in the assignments may be made to encourage prompt completion.

If ability is not the problem, then other measures are needed, as outlined below.

Accurate records must be kept so that the student's work can be monitored.

Parents or guardians should be contacted and their help sought in monitoring work-related behavior.

Other teachers of the student can be consulted for suggestions (or consolation).

---

*Stallings, J. *Monitoring Student Behaviour.* University of Houston-Northwest. Houston, TX.

A conference involving the student and the counselor or assistant principal may be helpful in identifying reasons for the behavior.

Above all, you must apply the consequences of not doing work. Usually this will mean a failing grade. Do not "soften" the blow by passing such a student on the premise that she or he is so smart the she or he would surely pass if she or he would just do the work. That just encourages avoiding responsibility.

2. *Habitual rule breaking* An occasional student (we can call him Charley) will simply be unable to stay out of trouble. If you have a rule requiring hand-raising, Charley will consistently call out. He will frequently be tardy. He never remembers to sharpen his pencil before the bell. If he is supposed to bring a book, paper and a pen to class each day, you can count on his forgetting at least one of the three items. He may be loud, restless or very talkative. His teachers may find themselves daydreaming, "That class would be so easy to manage if it were not for Charley."

When you have such students, you should try to keep their behavior in perspective. They will try to do better if prodded, and they are seldom malicious, defiant or hostile. Your goal should be to help them learn to control their behavior. Of the six suggestions below, the first three are the most important because they can be used without too much effort and they will tend to prevent problems from developing.

Seat such students away from other students who might follow their lead. Corner seats or seats at the front of the room isolate such students best.

Monitor such students carefully. Catch them before they get into trouble. Then a simple procedure can correct their behavior.

Use appropriate consequences when the student breaks a rule. Such students need consistency.

Help the student self-monitor his/her behavior. Pick the thing that causes the greatest problem. Then have the student keep

---

*Stallings, J. *Monitoring Student Behaviour.* University of Houston-Northwest. Houston, TX.

track of how often she or he does it each period for a week. The frequency will often decline. Have the student keep an index card or a page in his notebook with reminders of what should be brought to class or what she or he is supposed to work on that week.

Talk with such students, privately before or after the class period, or if they need to work on something. Be specific so they know what to do or avoid.

Try to maintain rapport with the student. You are not his/her "buddy," but neither must you be enemies. A friendly word or two on occasion can be the key to maintaining cooperation.

3. *Defiant, hostile students.* Some students are very angry, for many reasons. At school, they express their anger by defiant, hostile, "chip-on-the-shoulder" behavior. Reasonable requests by teachers to remain quiet during announcements, to stay seated, to stop running in the hallway, or to leave a display alone, may be met by a glare, a continuation of the behavior, or a surly, "You can't make me," or "I'm not doing anything." Such an obvious display of disregard for authority is understandable very threatening to teachers. Often such defiance occurs in the presence of other students, so an additional problem is presented: the student does not want to lose face by backing down and the teacher is not willing to surrender his/her right to maintain an orderly climate for learning and teaching. Some suggestions are offered below.

The defiance may be momentary. After an initial outburst, the student may comply with your request. In this case, there is not much of a problem. You can talk to the student later about controlling his/her temper and suggest a better way to express feelings. If the comments were really disrespectful or extended, the student can be instructed to wait in the hall until you have time to discuss it.

If the hostile behavior persists, then you will have to solve the problem of extricating yourself and the student from the confrontation. Continuing the episode does no good; it will just escalate. You do not want to engage in a power struggle.

*Stallings, J. *Monitoring Student Behaviour.* University of Houston-Northwest. Houston, TX.

Tell the student that you will not argue with him/her. "You can choose whether you will cooperate or not. You can have some time to think about it." Then leave the student alone. If the student decides to comply, then talk with the student about his/her reaction at a suitable time.

A defiant student may also be instructed to wait in the hall or in the office. "I cannot talk to you while you are talking back (or shouting, being disrespectful, or whatever); you need to settle down first so we can have a discussion. Please wait for me in the hall."

If a student persists in the hostile behavior, refuses to leave the room, go to the office, etc., then send another student to the office for an assistant principal, counselor, etc. Even if the student then decides to terminate the episode, the consequence should be followed through. A student who pushes an incident to this extreme needs to learn that such a power struggle does not get rewarded.

Persistent hostility or repeated incidents with a student should be followed up. Often the counselor will have helpful information or suggestions. A conference with the student's parents and the counselor or assistant principal may help in understanding the problem and identifying a course of action.

Occasionally a student and a teacher just don't get along. In such a case it may be possible to arrange a transfer to another teacher's class.

4. *Fighting, destruction of property, a display of weapons, gross indecency*. The behaviors in this category range from minor offenses such as a hallway pushing match or marking up a locker to major incidents, including possession of firearms or other weapons. Usually such events occur in hallways or on school grounds, in which case the teacher happens onto them. Sometimes an incident occurs in the classroom, in which case the teacher is more directly involved.

Whether you take an active part in dealing with the incident will depend upon your judgment about the likelihood of injury to yourself and to others, and whether you will be able to handle the incident without further help.

*Stallings, J. *Monitoring Student Behaviour*. University of Houston-Northwest. Houston, TX.

Send a student for help or go yourself. Even a pushing match between two students usually takes at least two adults to halt, especially if a crowd has gathered.

Obtain names of participants and witnesses. This is especially necessary it one or more of the participants leaves, or if criminal behavior is suspected.

Disperse crowds. Students love excitement and most incidents will gather a crowd.

Be calm. If you get upset or hysterical, you will be unable to take effective action nor will you help involved students keep their cool.

Report the incident to the school office. Your school will have a policy that covers serious offenses and you will need to follow that policy. Don't try to resolve major incidents by yourself. What happens in your class or outside your door in the hallway may be a schoolwide problem.

---

*Stallings, J. *Monitoring Student Behaviour.* University of Houston-Northwest. Houston, TX.

MONITORING STUDENT BEHAVIOR*

Teachers need to be alert to behavior that is contrary to rules and procedures, as well as to the level of student success in each activity. If you have carefully planned your rules and procedures, your monitoring task will be simplified because you will have the rules and procedures clearly in mind. Note, though, that your students will be much *less* familiar with your expectations early in the year. Thus, their early deviation from a rule or procedure may be the result of misunderstanding or lack of awareness and attention. By being alert, you can detect the inappropriate behavior, clarify misunderstandings if they exist, and easily correct behavior before it becomes a problem.

The level of student success at assigned tasks must be monitored because failure can cause students to avoid involvement or to "escape" through active disruption. When high failure rates occur, it means that the teacher needs to reconsider the instructional approach, improve explanations and directions, reteach the material, or give more appropriate assignments or tests.

Success or failure can be monitored by careful review of student work on assignments, both during seatwork activities and after the assignments have been completed and turned in. During presentations or seatwork activities, the teacher can also look for confusion, copying, finishing very early, or unusually slow progress. Also, during presentations or explanations, the teacher should look for attending behaviors, such as eyes to the front, pencils or pens down and appropriate material on students' desks.

You can become an effective monitor by adopting the following practices, if they are not already a part of your teaching style.

> During presentations, stand where you can see the whole class. Keep your eyes on them and scan the room frequently. Don't just fix on the attentive group in the center of the room.
>
> During seatwork or work on assignments, projects, etc., be where you can observe what is happening. Move around. Don't get so engrossed with one student that you lose contact with the rest.

---

*Stallings, J. *Monitoring Student Behaviour.* University of Houston-Northwest. Houston, TX.

Don't let students congregate around you or your desk during class. You call them up one at a time if you want them at your desk.

If you give seatwork assignments to be begun by everyone at the same time (a common activity in most subjects), start the activity by having everyone begin under your direction--perhaps even doing the first problem, answering the first question, etc., together. The advantages of this procedure are that you can observe everybody begin, no one can easily avoid the task, and it helps to make the transition from the preceding activity at the same time for everybody.

Check assignments regularly. Collect them and look them over, even if students do the checking in class. Keep your grade book current so you know who is doing their work and whether a student has begun to skip assignments. If you give a long-term assignment, be sure to check progress regularly. In such cases, give a grade or point toward a grade at these progress checks.

Be alert to opportunities to praise the whole class (or most of it) for appropriate behavior. "I'd like you to know how much I appreciate the way everyone (or nearly everyone) is trying to follow the rule about hand raising. That has really helped our discussions, and it has allowed everyone an opportunity to participate." Or, "This class has really impressed me. Everyone completed his/her notebook and turned it in on time." Such statements not only inform students that you are aware of their good behavior but also make public a high level of compliance of the rule or procedure. Don't publicly praise just one or a few students for rule-following behavior, however. Doing so will imply a lack of acceptance of the rule by many students and may make it more difficult to establish. Also, avoid giving praise when it is not really deserved.

---

*Stallings, J. *Monitoring Student Behaviour.* University of Houston-Northwest. Houston, TX.

SUMMARY GUIDELINES*
FOR MAINTAINING YOUR MANAGEMENT SYSTEM

6.1
To maintain your management system during the school year:

a. Monitor student behavior,

b. Handle inappropriate behavior promptly, and

c. Be consistent in the use of consequences.

6.2
Even the best management system cannot prevent all problems. Have procedures in mind to manage special problems, including chronic avoidance of work, habitual rule breaking, hostile students, and serious offences.

---

*Stallings, J. *Monitoring Student Behaviour.* University of Houston-Northwest. Houston, TX.

STRATEGIES FOR RESOLVING CLASSROOM CONFLICT*

Do you feel frustrated when your students bicker and fight? Here are some tips for helping them change their behavior.

NO ONE LIKES classroom conflict, but it persists just the same. And the result? Hurt feelings, anger, and loss of precious learning time.

It doesn't have to be that way. You can teach your students to resolve conflict fairly. Instead of seeing a situation as win/lose (where they win by being aggressive or they lose by giving up). They can see it as a common problem that those involved are challenged to solve.

Using the following strategies will help you and your students resolve classroom conflicts, but that's not all. You'll also find you're creating an environment of respect, confidence, responsibility, cooperation, and caring.

1. Sharpening Perceptions

These two activities will help students see how conflict can arise from people seeing things differently.

- Read or tell the story *The Blind Men and the Elephant*. This fable describes six blind men who decide to find out what an elephant is like. Because the men touch the elephant in six different places, each has a different idea of what and elephant is: smooth like a wall (the side of the animal), round like a snake (the trunk), sharp like a spear (the tusk), tall like a tree (the leg), wide like a fan (the ear), and thick like a rope (the tail). As the six men describe the animal, they begin to argue, each insisting that he's right. (You can find the fable retold in a picture book by Lillian Quigley [Scibner's 1959])

Discuss the story with students, asking questions such as: Why don't the men agree? How could they discover what an elephant really looks like? Why does a person who's arguing usually believe that only his ideas or perceptions are correct? Why do some people have trouble listening to what others are saying-especially in an argument?

- Choose two students to have a war with a rope. Afterward, ask the class why one student won. How are a tug-of-war and a conflict similar? Should the strongest person always win conflicts? Is the strongest person always right?

*Schmidt, Fran; Friedman, Alice

Tie the same two students together with the rope and tell them to free themselves as the class watches. Then discuss the following questions: What did they have to do to solve their problem? How was the solution different from one in a tug-of-war? Help students see that the tug of war was a win/lose situation: The two students saw themselves as trying to out do each other to achieve individual goals. The untying was a win/win situation: the two students saw themselves as cooperating with each other to achieve a common goal.

2. Fair Fighting

Children understand the concepts of fairness and playing by the rules. To help them apply game rules to daily behavior, teach your class a new game, but don't give them rules. For example, tell them to play a game called "Spelling Baseball." Use the corners of the room as first, second, third base, and home. Explain that each person who spells a word correctly goes to a base. But don't tell students how many outs a team gets-or any other rules. They'll probably start arguing and won't be able to continue the game.

Observe the students' behavior as they play. After they've stopped, ask them what problems they had and why. Discuss the reasons for having rules in games, how students feel when someone breaks the rules, and the importance of making sure rules are fair.

Ask the students if they think they should follow rules when they're arguing. As a class, make a list of rules for fair fighting. You might include the following ones that sixth graders developed for handling conflicts:

- Identify the problem.
- Focus on the problem.
- Attack the problem, not the person.
- Listen with an open mind.
- Treat the other person's feelings with respect.
- Take responsibility for your actions.

Post the list so all students can see it.

*Schmidt Fran; Friedman, Alice.

Ways to Say "Very Good"[*]

1. You're on the right track now!
2. You've got it made.
3. That's right!!!
4. That's good.
5. You're really working hard today.
6. You are very good at that.
7. That's coming along nicely.
8. GOOD WORK!
9. That's very much better!
10. SUPER!
11. Exactly right!
12. You're doing a good job!
13. I'm proud of the way you worked today.
14. Now you have it!
15. I'm happy to see you working like that.

25. That's quite an improvement.
26. You are learning fast.
27. Keep working on it. You're getting better.
28. Good for you!
29. Couldn't have done it better myself.
30. You make it look easy.
31. You're getting better everyday.
32. You did it that time!
33. That's not half bad!
34. WOW!
35. That's the way!
36. One more time and you'll have it.
37. You really make my job fun.
38. That's the right way to do it.
39. Nice going.

---

[*] Intercultural Developmental Research Association (1990). *Enhancing the Quality and Retention of Minority Teachers in Critical Shortage Areas.* San Antonio, TX: author.

Ways to Say "Very Good" (Continued)

16. Not bad.
17. You are doing that much better today.
18. You've just about got it.
19. That's the best you've ever done.
20. THAT'S IT!
21. Now you've figured it out.
22. Congratulations!
23. I knew you could do it.
24. GREAT!
40. Now you've figured it out.
41. You haven't missed a thing.
42. SENSATIONAL!
43. That's better.
44. Nothing can stop you now!
45. That's the way to do it!
46. Keep up the good work.
47. PERFECT!
48. EXCELLENT

---

*Intercultural Developmental Research Association (1990). *Enhancing the Quality and Retention of Minority Teachers in Critical Shortage Areas.* San Antonio, TX: author.

Making Assignments*

All students should be aware of the assignments immediately upon entering the classroom. Any time lapse between a students' entrance into the room and receiving information about the day's assignment is time spent off task, and, subsequently, lost learning time. We suggest two ways to make assignments quickly and efficiently. Some teachers will find it most effective to give the students their assignments as they enter the classroom. If the students have individual folders and assignments, they can be handed to the students as they enter the door. This procedure immediately established the work expectations of the teacher and allows the students to begin work immediately. It is also a means of checking the attendance for the day because any folders not given to students will identify those who are absent.

If the individual folders are not used, the assignments should be written on the board prior to the student's entering. As soon as the bell rings, the teacher calls attention to the assignments on the board. (Students who start quickly can be given extra credit.) If the students' assignments are based on groups, the group assignments are identified. It is important to make assignments short enough to be completed during the allotted class time. Homework should be assigned separately. Some short meaningful, extra credit activities are useful in motivating students to start quickly while you attend to details. In Madeline Hunter terminology these are called "sponges" to soak up time that might be wasted. We have provided some suggestions at the end of this section. Please develop some of your own this week.

The teacher's objective is for all students in the class to begin their assignments as quickly as possible. Some students may try to delay beginning the assignment by asking unnecessary or repetitive questions. The teacher should have a strategy for dealing with this type of delay and not reward the behavior by giving these undue attention. One strategy is to reward those who start quickly by a point system--subtract points for not starting quickly. If many students do not understand the assignment, check to see if there is ambiguity in what you have said; if there is, clarify directions for all students. The important idea here is to be certain that all students know exactly what is expected and that as little time as possible is taken to get them started on the tasks to be accomplished.

---

*Stallings, J. *Making Assignments.* University of Houston-Northwest, Houston, TX.

Routine*

It is important that students have a sense of routine and structure. If students know from the beginning of the school year what is routinely expected of them from the moment they enter the classroom, there is apt to be less time spent in beginning the tasks for the day. Some teachers have developed a system where each day of the week, Monday through Friday, has its unique activities. Students soon learn this routine and know the activities for the day before even entering the classroom.

A structure should be established in a classroom beginning with the first day of class. If the structure begins early, then it is much easier to maintain than attempting to establish it later in the semester. Research has indicated that those teachers who made it crystal clear on the first school day what is to be expected in terms of assignments and behavior have more smoothly running classrooms. They were found to spend less time on organizational or behavior problems throughout the year (Evertson and Anderson, 1978).

Distributing Materials

The manner in which students acquire their materials is also important. Students selecting their materials from the same area at the same time can often be a source of disruption and time off task. For example, if several students are trying to select materials from a reading kit center, they are most likely to start socializing. Do not offer this opportunity. The teacher must think though and plan the best system for distributing materials in order to save time and to avoid promoting social situations. Materials might be handed to the students when they enter the room. Perhaps a student who arrives early can assist with distributing materials.

Students should know what materials they are expected to bring with them each day. (Is it a book, pencils, paper?) Be certain that the requirement is understood by the students. Have a backup plan for students who do not arrive with the required materials. Having extra materials available to be used during the period, but returned at the end of the period, would assure that every student would be able to work on the assignment for the day. Positive reinforcement for the students who

---

*Stallings, J. *Making Assignments*. University of Houston-Northwest, Houston, TX.

remember to bring the materials with them--such as giving extra points for classroom behavior--might help to encourage students to arrive with the required materials.

Working with One Student at a Time*

Many theoreticians and educators have embraced the idea of individualized instruction, especially for the slow learner. However, what this term means to teachers differs widely. Some believe it required careful diagnosing of problems and prescribing correct instructional activities. Others believe it is allowing students to choose their own books and reading at their own pace. Most believe it requires working with one child at a time.

For the most part, individualized instruction is organized so that one adult works with one child at a time. Rarely are teachers able to select the appropriate methodology for each child; still, limited as it is in the execution, "individualized instruction" is mandated by some school districts and state programs.

Several research studies of elementary and secondary classrooms have studied the effect upon learning when the teacher spends a lot of time working with one student at a time. These findings indicate that, in classrooms where the primary strategy is to have one adult work with one student; the gain for the total class is less and students exhibit more misbehavior than in classrooms where adults work with small groups, or the total class.

This suggests that when students are left on their own to do seatwork for longer periods of time, or as they wait for their turn with the teacher, they may not get instruction and support as often as they need it and may digress into negative or (at least) off-task behavior.

---

*Stallings, J. *Making Assignments*. University of Houston-Northwest, Houston, TX.

Making Assignments*

When considering classroom organization, the teacher might view it from the students' perspective. Below is a checklist for you to complete.

Check the answers that most often apply to your classroom:

1. How soon after the classroom begins are students informed of the day's assignment?

   - [ ] Immediately
   - [ ] After the role is taken
   - [ ] As we go along

2. Is work assigned so that students know the purpose or the goal for the period?

   - [ ] Yes
   - [ ] No
   - [ ] Sometimes

3. Are the students told what is expected for the entire period?

   - [ ] Quantity of work
   - [ ] Quality of work
   - [ ] What to do when work is finished

4. Do students know the routine?

   - [ ] Where to sit
   - [ ] What group they are in
   - [ ] When to work alone
   - [ ] When to work in a group
   - [ ] Where supplies/materials are

5. What procedures are established for students to receive feedback for their work during class?

   - [ ] Papers returned
   - [ ] Class discussion
   - [ ] Individual monitoring
   - [ ] Paper monitoring

---

*Stallings, J. *Making Assignments.* University of Houston-Northwest, Houston, TX.

6. Are behavioral expectations and penalties posted?

   [ ] Yes
   [ ] No

7. Can students leave class with a sense of accomplishment?

   [ ] An assignment completed
   [ ] Received feedback on work
   [ ] Learned some new facts or processes

*Stallings, J. *Making Assignments.* University of Houston-Northwest, Houston, TX.

SUPERVISION FOR INTELLIGENT TEACHING*

Arthur L. Costa and Robert Garmston

During the past decade, a great deal of educational research and staff development effort has been devoted to identifying behaviors of teaching. The teaching act has been dissected into various components, each of which has been correlated with student achievement test scores. Those behaviors that have correlated highly with achievement have become the basis for teacher preparation, evaluation, supervision, and staff development. Supervisors have been trained to observe, record, and positively reinforce teachers' use of these behaviors.

While behavioral training is helpful for some teachers, it has shortcomings. One is the fallacy that the act of teaching can be reduced to scientific, quantifiable, scalar values; for instance, counting the number of higher-level questions a teacher asks and then correlating that number with student achievement. This approach overlooks the teacher's decisions about when to ask which level of question under what circumstances. It also fails to consider what experiences or knowledge the teacher relies on in deciding which particular behavior to use and the intended effect of that behavior on student learning. Teaching has been described as a constant that produces data, relationships, and generalizations to help resolve the problem.

Teaching decisions fall into four categories: planning (the preactive stage), teaching (the interactive stage), analyzing and evaluating (the reflective stage), and applying (the projective stage).

PLANNING: The Preactive Stage

Planning consists of those intellectual functions performed prior to instruction. Psychologists have found that capable adults can handle and coordinate an average of only seven (plus or minus two) different variables, decisions, or disparate pieces of information at any one time

---

*Costa, A. and Garmston, R. (1985). Supervision for intelligent teaching *Educational Leadership, 42,* 70-80. Alexandria, VA: Association for Supervision and Curriculum Development.

(Miller, 1956). When they approach the limits of their capacity, they begin to feel tension and loss of control. Much intellectual energy is invested in techniques and systems to simplify, reduce, and select the number of variables with which the intellect has to deal. Planning helps to reduce the stress (Harvey, 1966).

Yinger (1977) identified five frames of planning: long-range, term, monthly, weekly, daily. During planning a teacher can:

- Evoke thought experiments or mental rehearsals of activities in anticipation of possible events and consequences.
- Describe cues - definitions of acceptable student performance - for learning, and thus simplify judgments about appropriate and inappropriate student behaviors.
- Select potential solutions, back-up procedures, and alternative strategies for those times when a learning activity needs to be redirected, changed, or terminated (Newell and Simon, 1972).

Since planning is the design phase upon which the other three phases rest, it includes some of the most important decisions teachers make. Planning basically involves four components (Shavelson, 1976, p.383: Shavelson and Stern, 1981):

1. *Developing descriptions of student learning that are to result from instruction*. These are predicted on explicit or observable student behaviors. Zahorik (1975) found this a low priority for teachers, however.
2. *Identifying the student's present capabilities or entry knowledge*. Information about students is drawn from such sources as previous teaching/learning experiences, data from school records and test scores, and clues from parents, previous teachers, and counselors (Shavelson, 1977). Borko,

---

*Costa, A. and Garmston, R. (1985). Supervision for intelligent teaching *Educational Leadership, 42,* 70-80. Alexandria, VA: Association for Supervision and Curriculum Development.

Cone, Russo, and Shavelson, 1979). To handle this information overload, teachers probably synthesize much of this information into hypotheses, or best guesses, about student readiness for learning. They estimate the probability of successful student behavior as a result of instruction (Coladarchi, 1959). Planning a lesson using information about students requires a teacher to overcome egocentrism and to view the learning from the student's point of view - how the lesson will be perceived and received by the student.

3. *Envisioning the characteristics of an instructional sequence or strategy that will most likely move students from their present capabilities toward immediate and long-range instruction outcomes.* Planning a teaching strategy requires task analysis - both structural and operational. Structural analysis is the process of breaking down the content into its component parts, while operational analysis involves arranging events into a logical sequence of learning activities (Clark and Yinger, 1979). This sequence is derived from whatever theories or models of teaching, learning, or motivation the teacher has adopted.

4. *Anticipating a method of evaluating outcomes.* This evaluation provides a basis for making decisions about the design of the next cycle of instruction.

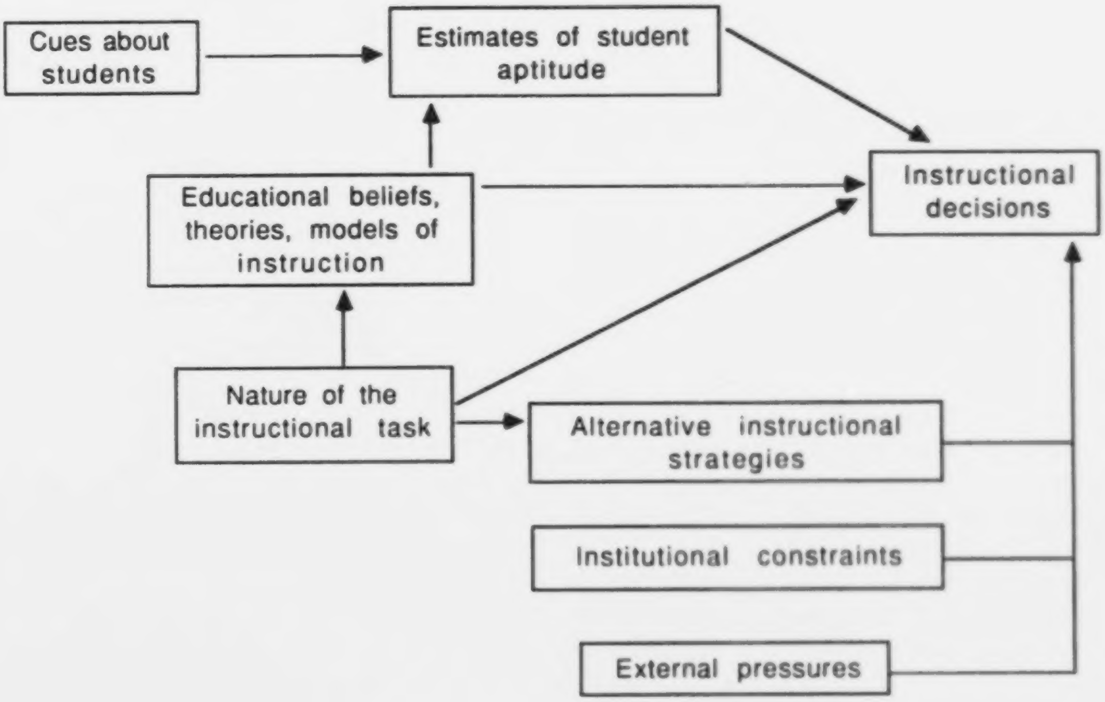
During the planning phase, the teacher can use a wealth of information because there is enough time to call it from memory. Factors that teachers may take into consideration during instructional planning are represented in Figure 3. Planning may be done in a formal setting - thinking, writing, and devoting attention to it - or informally - while driving to work, washing dishes, and so forth. This unpressured planning contrasts sharply with the interactive phase of teaching when teachers must respond quickly to the immediate demands of the situation without time to reflect before acting.

---

*Costa, A. and Garmston, R. (1985). Supervision for intelligent teaching. *Educational Leadership, 42,* 70-80. Alexandria, VA: Association for Supervision and Curriculum Development.

FIGURE 3.

A MODEL OF INSTRUCTIONAL PLANNING


Cues about students
Estimates of student aptitude
Educational beliefs, theories, models of instruction
Instructional decisions
Nature of the instructional task
Alternative instructional strategies
Institutional constraints
External pressures

(Shavelson and Borko, 1979, p. 184).

BLOOM'S TAXONOMY OF THE COGNITIVE DOMAIN*

KNOWLEDGE	COMPREHENSION	APPLICATION (transfer of learning begins here.)	ANALYSIS	SYNTHESIS	EVALUATION	
recall remember locate	understand translate paraphrase	use apply in a new situation	break down, categorize	put together in a new way	judgment why? criteria	KEY WORDS
who ______? what _____? where ____? repeat ____	how _____? why _____? tell in your own words give an example	what would you do if... use this rule...	categorize into... classify into... separate into...	create a... invent... design...	I think he should because...	SENTENCE STARTERS

---

*Bloom, A. (1987). The Closing of the American Mind. New York: Simon and Schuster.

BLOOM'S TAXONOMY OF THINKING PROCESSES*

LEVEL OF TAXONOMY	DEFINITION	WHAT THE STUDENT DOES	VERBS TO HELP YOU DESIGN ACTIVITIES
KNOWLEDGE	Recall or location of specific bits of information	responds absorbs remembers recognizes	tell - list - define - name - recall - identify - state - know- remember - repeat - recognize
COMPREHENSION (understanding)	Understanding of communication material or information	explains translates demonstrates interprets	transform - change - restate describe - explain - review - paraphrase - relate - generalize - summarize - interpret - infer - give main idea
APPLICATION (using)	Use of rules, concepts, principles, and theories in new situations	solves novel problems demonstrates uses knowledge constructs	apply - practice - employ - use - demonstrate - illustrate show - report
ANALYSIS (taking apart)	Breaking down information into its parts	discusses uncovers lists dissects	analyze - dissect - distinguish - examine - compare - contrast - survey - investigate - separate - categorize - clasify - organize
SYNTHESIS (creating new)	Putting together of ideas into a new or unique product or plan	discusses generalizes relates contrasts	create - invent - compose - construct - design - modify - imagine - produce - propose - what if...
EVALUATION (judging)	Judging the value of materials or ideas on the basis of set standards or criteria	judges disputes forms opinions debates	judge - decide/select/justify - evaluate - critique - debate - verify - recommend - assess

*Bloom, A. (1987). The Closing of the American Mind. New York: Simon and Schuster.

LEARNING STYLES

Lynda G. Melton, Ph.D.
Instructional
Services Department
Educational Service Center Region 10

A Block Grant Cooperative Publication

LEARNING STYLES*

FIELD-INDEPENDENT LEARNER	FIELD DEPENDENT LEARNER
1. Perception of discrete parts	1. Global perception
2. Good at abstract, analytical thought	2. Poor at analytical problem solving
3. Individualistic and insensitive to emotions of others, poorly developed social skills	3. Highly sensitive and attuned to social environment, highly developed social skills
4. Favors "inquiry" and independent study, provides own structure to facilitate learning	4. Favors a "spectator approach" to learning/adopts organization of information to be learned as given
5. Intrinsically motivated, unresponsive to social reinforcement	5. Extrinsically motivated, responsive to social reinforcement

*Contreras, G. (1989). *Teacher Retention Project. The University of North Texas: Advice From the Wise: A Collegial Consultation Model for Experienced and Beginning Teachers.* Denton, TX: University of North Texas/Denton Independent School District. Center for Developmental Studies.

LEARNING BEHAVIORS*

Identification Clues for Upper Grades

Field-Sensitive	Field-Independent
1. Global	1. Analytical
2. Accepting of environmental organization	2. Overcoming or restructuring of field organization
3. Acceptance of and need for externally provided organization and structure	3. Little need for organization and structure
4. Preference for the deductive-discussion-modeling method of learning	4. Preference for the inductive-expository-inquiry method of learning
5. "People oriented"-desire for physical closeness	5. Impersonal orientation-maintain physical distance
6. Cooperative	6. Competitive
7. Great attentiveness to social cues	7. Little awareness of social cues
8. Sensitive to external positive or negative reinforcement	8. Sensitive to intrinsic motivational factors
9. Responsive to materials dealing with human content	9. Responsive to materials dealing with factual and technical matters
10. Preference for content characterized by humor, drama, and fantasy	10. Preference for content tied to reality
11. Influenced by ideas of others	11. Individualistic

---

*Adapted from: Dixon, 1977; Holtsman, 1979; Ogletree, Mandujana, 1975; Ortiz, Morelan, 1974; Ramirez, Castaneda, 1974; Rowold, Cook, 1981.

EFFECTIVE TEACHING STRATEGIES TO MATCH LEARNING STYLES ASSOCIATED WITH HISPANIC STUDENTS*

- Organize material for the students and help them to understand this organization.
- Teach them to critically evaluate information.
- Provide advance organizers: draw students' attention to the big picture, then provide overview of objectives.
- Use cooperative learning strategies and cooperative games. *Let* them *tutor younger children.*
- Demonstrate problem-solving strategies, state the rules and steps clearly, then stress application of the rules to specific problems.
- Present concepts embedded in real-life contexts or situations children understand. Relate new material to the background experiences the students understand.
- Introduce new material by relating it to previously acquired knowledge. Build on the old knowledge.
- Provide outlines, purpose and main principles of lessons, steps toward solutions.
- Demonstrate physical and verbal approval and warmth. Praise frequently and provide opportunities for lots of success.
- Let students know you expect them to succeed.
- Use social rewards to strengthen personal ties. Accept that they will work more to gain your pleasure (don't insist that they do it for their own ends).

---

*Contreras, G. (1989). *Teacher Retention Project. The University of North Texas: Advice From the Wise: A Collegial Consultation Model for Experienced and Beginning Teachers.* Denton, TX: University of North Texas/Denton Independent School District. Center for Developmental Studies.

Characteristics of Tactile-Kinesthetic Learners*

- Moves a great deal while seated
- While seated shakes foot, plays with things--toys, keys, paper clips, pens, books, jewelry
- Gets up and walks around frequently
- Needs to explore environment
- When walking, touches and feels everything in path
- Rubs hands along wall when walking
- Flips locker locks
- Puts hands on door frame when going through door--may swing like Tarzan or catapult through
- Is fascinated by movement
- Is drawn to things that move or have moving parts
- Wants concrete objects as learning aids
- Can take gadgets apart and put them back together
- Not clumsy, good at sports
- Thumps friend frequently, uses fists in a playful manner
- Often writes things over and over and over and over
- Talks very fast--chatters--chews gum
- Not a patient listener--may interrupt others speech

---

*Education Service Center, Region X (1991). *Learning Needs and Styles of Diverse Student Populations*. Richardson, TX.

- Seems to be always in a hurry
- Likes to take showers or baths often
- Likes to be hugged or touched
- Jumps up and down, when happy, or pats others
- May think he is dumb or different
- May be an underachiever
- Might be wrongly considered hyperactive

*Education Service Center, Region X (1991). *Learning Needs and Styles of Diverse Student Populations.* Richardson, TX.

TEACHING STUDENTS TO BECOME MORE REFLECTIVE*

Encourage students to stop and ask questions about new materials.

Help students form hypotheses to answer those questions.

Then read or listen for confirmation.

Encourage students to talk about ways the new materials are related to experiences they have had or previous knowledge.

This helps them to become personally involved.

Tell the students you are giving them two or three minutes to think about something first, rather than expecting all students to give "lightening" responses.

Model "thinking it over aloud."

TEACHING INTERNAL LOCUS OF CONTROL

Praise students' work profusely.

Use social rewards and proximity to teacher to reward student verbal statements about taking responsibility for their own learning.

Let students chart their own progress.

Provide students with readings on people of their own age who triumphed over difficulties and hardships.

Give students opportunities to make decisions and choose from an alternative to develop feeling of control.

---

*Contreras, G. (1989). *Teacher Retention Project. The University of North Texas: Advice From the Wise: A Collegial Consultation Model for Experienced and Beginning Teachers.* Denton, TX: University of North Texas/Denton Independent School District. Center for Developmental Studies.

STRATEGIES TO ELICIT POSITIVE STUDENT BEHAVIOR*

1. State clearly and specifically what the behavior is.

   For example, "Put the books back on the shelf when you finish with them. Put all the same categories together as they are now" - instead of - "clean up the area when you finish." If you were a student would you know specifically what the last statement meant?

2. Use positive language instead of negative language.

   When dealing with behavior, teachers sometimes get into the habit of telling children what not to do instead of what to do. Isn't it much easier for you when someone tells you what to do? If someone says to you, "don't be so silly", do you know for sure how you are to behave or how not to behave?

3. Verbally praise children.

   Most children will work for attention and praise from a teacher they respect. Therefore, you can shape children's behavior by praising them for the behavior you desire.

4. Give special privileges.

   Many teachers find granting special privileges for desired behavior is an effective way of helping children learn appropriate behaviors.

5. Give hugs, pats, smiles, and other positive non-verbal praises.

   Nonverbal communication of approval can be just as effective as verbal approval (praise). Most children respond warmly to sincere physical gestures such as a hug, a pat on the back, a big smile, etc.

---

*Purkey, W.W., Snyder, M.M., University of North Carolina at Greensboro and Wasicko, M., Memphis State University, *Fifty Ways to Invite Success in Your Classroom*, pp. 1-6 (Some of the ideas in this article were taken from the book, *Inviting School Success*.)

STRATEGIES THAT BUILD SELF ESTEEM*

1. Providing positive reinforcement
2. Recognize students as individuals daily
3. Project liking for students
4. Publicize student work
5. Plan for success
6. Recognize and encourage differences
7. Select activities that challenge but allow for success
8. Give instructions in a positive manner
9. Plan activities where students can express their own feelings
10. Plan opportunities for student to assume responsibilities

*Purkey, W.W., Snyder, M.M., University of North Carolina at Greensboro and Wasicko, M., Memphis State University, Fifty Ways to Invite Success in Your Classroom, pp.1-6. (Some of the ideas in this article were taken from the book, Inviting School Success.)

SECTION VIII. - REFERENCES MATERIALS

REFERENCES

Angleton Independent School District (1990). *Walk-abouts*. Angleton, TX: author.

Balger, W. F. School for Management Training for the United States Post Office.

Barrow, G. M. (1990). *The New Teacher, The Mentor, and The Lesson Cycle*. Houston, TX: Houston Independent School District.

BerlinGer, D. C. (1988). *The Development of Expertise in Pedagogy*. [Excerpt] Charles W. Hunt Memorial Lecture presented at the annual meeting of the American Association of Colleges for Teacher Education.

Berman, A. and McLaughlin (1975). *Federal Programs Supporting Educational Change*. Santa Monica, CA: Rand Corporation.

Bey, T. M. and Holmes, C. T. (Eds.) (1990). *Mentoring: Developing Successful New Teachers*. Reston, VA: Association of Teacher Educators.

Blair, D. (1987, November). Training session conducted through Monroe County Community School.

Bloom, A. (1987). *The Closing of the American Mind*. New York: Simon and Schuster.

Borich, G. D. (1990). *Observation Skills for Effective Teaching*. Columbus, OH: Merrill Publishing Company.

Bova, B. M. and Phillips, R. R. (1984). *The Mentoring Relationship as an Educational Experience*. Journal of Teacher Education, 35(3) 16-20.

Brooks, D. M. (Ed.) (1987). *Teacher Induction: A New Beginning*. Reston, VA: Association of Teacher Educators.

Calderon, M. (1989). *Peer Coaching: Why?* El Paso, TX: Ysleta Independent School District.

Calderon, M. (1990). *Mentoring Peer Coaching and Support Systems for First Year Minority/bilingual Teachers*. El Paso, TX: The University of Texas at El Paso.

Center on Evaluation, Development, and Research (1989). *Teacher Peer Coaching*. Bloomington, IN: Phi Delta Kappan.

Center for Teacher Education (1988). *Stages of Concern About Change*. Austin, TX: The University of Texas at Austin.

Clements, B., Emmer, E., Evertson, C., and Worsham, M. *Classroom Management for Secondary Teachers*.

Cogan (1973). *Clinical Supervision*. Boston, MA: Houghton Mifflin.

Contreras, G. (1989). *Teacher Retention Project. The University of North Texas: Advice From the Wise: A Collegial Consultation Model for Experienced and Beginning Teachers*. Denton, TX: University of North Texas/Denton Independent School District. Center for Developmental Studies.

Costa, A. and Garmston, R. (1985). *Supervision for Intelligent Teaching*. Educational Leadership, 42, 70-80. Alexandria, VA: Association for Supervision and Curriculum Development.

Education Service Center, Region X (1991). *Learning Needs and Styles of Diverse Student Populations*. Richardson, TX.

Education Service Center, Region X (1991). *Mentoring Modules*. Richardson, TX.

Effective Schools Research, Practice and Promise. Phi Delta Kappan, Fastback 276.

Far West Laboratory (1987). *Resources and Practices*.

Fischer, B. F. and Fischer, L. (1979). *Styles in Teaching and Learning*. Educational Leadership, 36, 251.

Flores, M. (February 7, 1989). *Veteran Teachers Easing Beginners into Profession*. Express News, San Antonio, TX.

Foley, D. (1985). *Another Set of Eyes: Conferencing Skills*. The Clinical Supervision Model.

Garmston, R. (1985). *Are Teachers Motivated to Teach Thinking?* In Costa, A. (Ed.) *Developing Minds: A Resource Book for Teaching Thinking*. Alexandria, VA: Association for Supervision and Curriculum Development.

Garmston, R. (1987). *How Administrators Support Peer Coaching*. Educational Leadership. Alexandria, VA: The Association for Supervision and Curriculum Development.

Garmston, R. (1989). *Effective School Characteristics*. Sacramento, CA: California State University.

Gillett, T. and Halkett, K. A. (1988). *RSCD Mentor Program Evaluation: The Policy Implications*. Rochester, NY: Rochester City School District, New York.

Glickman, C. D. (1990). *Supervision of Instruction: A Developmental Approach*. Needham Heights, MA: Allyn and Bacon.

Goose Creek Consolidated Independent School District (1989-90). *Evaluation of New Teacher Assistance Program*. Baytown, TX: Author.

Goose Creek Consolidated Independent School District (1989-90). *Principals' Outline Frst Year Teachers' Building Orientation*. Baytown, TX: Author.

Harris County Department of Education: *How Can We Help You and Your New Teachers?* Houston, TX: author.

Huling-Austin, L., Odell, S. J., Ishler, P., Kay, R. S. and Edelfelt, R. A. (1989). *Assisting the Beginning Teacher*. Association of Teacher Educators.

Hunt, D. E. (1987). *Learning Style and Student Needs: An Introduction to Conceptual Levels in Student Learning Styles*. Reston, VA: National Association of Secondary School Principals.

Humble Independent School District (1990-91). *Annotated Bibliography for Teacher Induction Program*. Humble, TX: Author.

Intercultural Developmental Research Association (1990). *Enhancing the Quality and Retention of Minority Teachers in Critical Shortage Areas*. San Antonio, TX: Author.

Killion, J. P. and Todnem, G. R. (1989). *Mentorship Through Journal Writing As a Means of Professional Development for Staff Developers*. Journal of Staff Development, 10(3), 22-26.

Laredo State University (February, 1990). Mentor Manual composed of materials from teacher training projects, Laredo State University, Laredo, TX.

Laurel, E. G., Hoffmeyer, C. L. and Chapman, J. (1991). *Enhancing the Quality and Retention of Minority Teachers and Teachers in Critical Shortage Areas*. Edinburg, TX: Edinburg Consolidated Independent School District.

Liberman, A. and Miller, L (1981, April). *Synthesis of Leadership on Improving Schools*. Educational Leadership.

Maslow, A. H. (1954). *Motivation and Personality*. New York, NY: Harper and Row.

Myers-Briggs Type Indicator. Copyright by Consulting Psychologists Press, Inc., 1943, 1944, 1957 by Katherine C. Briggs and Isabel Briggs Myers; copyright 1962, 1976, 1977 by Isabel Briggs Myers.

National School Public Relations Association (1989). *Good Schools: What Makes Them Work*.

North Carolina Department of Public Instruction (1989). *Mentor Training Program*. Raleigh, North Carolina.

Odell, S. J. (1989). *Induction Support of New Teachers: A Functional Approach*. Journal of Teacher Education, 37(1), 27.

Odell, S. J. (1989). *Tips for Support Teachers Working With New Teachers*. Department of Curriculum and Instruction. Albuquerque, NM: University of New Mexico.

Opening Doors: An Introduction to Peer Coaching. Alexandria, VA: The Association for Supervision and Curriculum Development, 1989.

Petersen, S. F. (1990). *Dimensions of the Mentor Teacher in Teachers Induction Programs: The State Perspective*. (Doctorial dissertation, Texas A&M University, College Station, TX.)

Purkey, W. W., Snyder, M. M., and Wasicko, M. (1978). *Fifty Ways to Invite Success in Your Classroom*. University of North Carolina at Greensboro and Memphis State University.

Research and Development Center for Teacher Education. *Checklist 2: Elementary & Secondary Grades*. Austin, TX: The University of Texas at Austin.

Romero, R. J. (1990). *Support Teacher Training Project*. Laredo, TX: Laredo State University.

Selinger, S. (1989). *Orientation Workshop for Support Teachers: A Presenter's Manual.* Houston, TX: Houston Independent School District.

Sergiovanni, T. J. (1985). *Landscapes, Mindscapes, and Reflective Practice in Supervision.* Journal of Curriculum and Supervision, I, 5-17.

Shulman, J. H. and Colbert, J. A. (1987). *The Mentor Teacher Casebook.* Reprinted in Goose Creek Consolidated Independent School District *Teacher Induction Program* (1990-91).

Schulman, J. H. and Colbert, J. A. (Eds.) (1988). *The Intern Teacher Casebook.* San Francisco, CA: Far West Laboratory for Educational Research and Development, and Eugene, OR: ERIC Clearinghouse on Educational Management.

Stallings, J. *Making Assignments.* University of Houston-Northwest. Houston, TX.

Stallings, J. *Monitoring Student Behaviour.* University of Houston-Northwest. Houston, TX.

Stallings, J. *Some How To's for Peer Observation.* University of Houston-Northwest. Houston, TX.

Texas Education Agency (1989). *Beginning Teacher Induction Plan for Texas Schools.* Austin, TX: Publications Office.

Texas Education Agency (1991). *Cooperative Model.* Austin, TX: Publications Office.

Texas Education Agency (1991). *Education Service Center Model.* Austin, TX: Publications Office.

Texas Education Agency (1991). *Initial Competencies, Models I, II, and III.* Austin, TX: Publications Office.

Texas Education Agency (1991). *Ongoing Competencies, Models I, II, and III.* Austin, TX: Publications Office.

Texas Education Agency (1991). *School District Model.* Austin, TX: Publications Office.

Texas Education Agency (1991). *Stages of Development of Job Description.* Austin, TX: Publications Office.

Texas Education Agency (1991). *Teacher Center Model, University Directed.* Austin, TX: Publications Office.

Veenman, S. (1984). *Perceived Problems of Beginning Teachers.* Review of Educational Research, 54 (2).